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ABSTRACT

An interdisciplinary career education program called Career Education Activity Kits (CEAK) for grades 5-6 are presented in the document. The materials in the teacher's handbook may be used as an aid to achieve pre-established instructional outcomes. Fourteen career generalizations were utilized to develop the CEAK materials. Each generalization has four career education outcome statements for developing the student's thought processess: (1) identify--activities requiring recognition from the students, (2) compare/contrast--activities providing different materials which require comparison, (3) analyze--activities requiring students to identify parts or concepts and the relationship between them, and (4) evaluate--activities requiring judgments about the concepts in the career generalization. The CEAK information sheets are presented for seven subject areas: language arts (14 activities), art (two activities), interdisciplinary (four activities), mathematics (eight activities), physical education (one activity), science (one activity), and social studies (24 activities). Each activity guideline includes a career generalization, career objectives). Each objective, materials needed, preparation, procedure, and evaluation. Worksheets, transparency masters, evaluation instruments, and other instructional materials are included. Appended materials include the 14 career generalizations and objectives, a list of Career Education Consortium participants, an explanation of the feedback system, and a teacher check list for the feedback system. (Author/EC)

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CAREER EDUCATION ACTIVITY KIT

5-6

An interdisciplinary curriculum that reinforces learned capabilities through Career Education

CE006538

Developed by the
Wichita Career Education Consortium
Curriculum Services Division
Wichita Public School System
July, 1974

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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PREFACE

The implementation of this Career Education Activity Kits (CEAK) curriculum project was made possible through funds authorized under Part C of the Vocational Education Amendments of 1968. This project was administered through the Division of Vocational Education, State Department of Education, pursuant to Grant No. OEG-0-73-2975 from the U. S. Office of Education, Department of H. E. W.

The opinions expressed do not necessarily reflect the position or policy of the U. S. Office of Education, or the State Department of Education, and no official endorsement by the U. S. Office of Education should be inferred.

The Career Education Activity Kits were developed by curriculum, guidance and teaching personnel of the Wichita Public School system during the summer of 1974. The activities and supportive materials are field test copies only and will be revised according to teacher recommendation. In addition to teacher evaluation, students will be pre and post tested to measure advancement in career concepts.

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WE'D LIKE TO
LIGHT YOUR
FIRE!

ORIENTATION

Career Education Activity Kits (CEAK, pronounced seek) incorporate the developmental approach to career education into learning center activities for elementary students. The CEAK activities are interdisciplinary and should enhance current instructional goals by reinforcing learned capabilities. The intent is that materials be used as an aid to achieve pre-established instructional outcomes.

The CEAK Program distinguishes activities for all elementary children through three grade level groupings---K-2; 3-4; 5-6. In addition, some activities are appropriate for students with special needs. The material is not sequential, giving students and teachers freedom to enter most activities at any time.

The Wichita Career Education Curriculum Consortium utilized fourteen career generalizations to develop the materials in CEAK. Each generalization has four career education outcome statements that progress the student through an intellectual design that develops the student's thought processes. The intellectual design provides students with identity activities that simply require recognition from the students. Compare and contrast activities provide the student with differing materials that require comparison. The more complicated thought process of analysis is approached through activities that require students to identify parts or concepts and the relationship between them. Finally, evaluative activities ask the students to make judgments that value the concepts inherent in the career generalization.

In addition to the career generalization and career objective statements, each CEAK activity has a performance objective that is written in behavioral terms. The performance objective enables the teacher to easily evaluate student participation.

The philosophy guiding CEAK development was based on the premise that teachers generally do not have time to make hands-on activities that are suggested in standard curriculum guides. Therefore, the materials required in each CEAK activity are provided in the kit. If the activity is a game, then the game is provided in the kit. When spirit masters are needed then thermofax masters can be found in the teachers handbook. Any materials not provided in CEAK are standard classroom supplies that are normally on hand in the classroom.

Teachers are also provided with preparation instructions informing them when an activity requires preparations in advance of the activity. Similarly, procedure instructions are provided to aid the teacher in getting the activity underway.

Finally, each CEAK activity has an evaluative tool included. The evaluation is not required but does provide the teacher with a measurable means of evaluating student performance. Suggested levels of acceptable performance are provided. However, no problem is incurred if the instructors wish to adjust these levels to their situations.

In summary, CEAK is a career education curriculum that actively involves students in learning. The activities are interdisciplinary and are designed to supplement current instructional goals. CEAK should be used as a means of achieving pre-established outcomes and not as an addition to the school day.

itching
to start

HOW TO USE CEAK MATERIALS

For the instructor to effectively utilize the CEAK materials it is important that the curriculum model and packaging be understood.

The CEAK materials for each grade level are packaged in the teachers handbook and an activity box.

The teachers handbook has twenty (20) sections. Section One provides orientation information to the CEAK model. Section Two includes the instructions for using the CEAK kits. Sections 3-16 contain the activity information sheets. These sheets are divided according to the career generalization numbers. Section 17 is an appendix that includes a listing of all the career generalizations and their career objectives. Section 18 explains the feedback system. Section 19 is a special thanks to the Career Education Consortium participants. Finally, Section 20 is a miscellaneous section for teacher records.

Contained in the CEAK box are all the materials that are not provided in this notebook. These materials include game boards and pieces ranging in size from 8½" x 11" to 22" x 25".

The remainder of this section concerns the use of the activity information sheets provided in Sections 3-16.

Code Numbers

Each activity has a code number that helps the teacher identify the grade level grouping, career generalization and career objective of the activity. The code is divided into three components. The first two digits indicate the grade level grouping. The third and fourth digits refer to the career generalization. The letter signifies the process involved in the intellectual design and the career objective related to the generalization. Activity coding may progress as shown in the table below.

Table of Coding Progression

Grade Level	Career Generalization		Career Objective
K-2	01	08	A - identify
3-4	02	09	B - compare/contrast
5-6	03	10	C - analyze
	04	11	D - evaluate
	05	12	
	06	13	
	07	14	

For example a code number K202A refers to an activity for Kindergarten through second grade. The career generalization is the number two which states that "education and training are required for most work". The letter "A" signifies that the intellectual process utilized in the activity is identity and meets career objective A for generalization number two. The coding 3410C belongs to a third and fourth grade activity for generalization 10 using career objective C. Similarly the coding 5614D signifies a fifth and sixth grade activity for generalization fourteen involving the evaluative career objective. Every piece of material provided in CEAK has a code number printed on it. If a piece is misplaced it may be refiled with proper kit by reading the code number.

Discipline Identification

The subject area identification appears at the top of the activity information sheet. Included with the subject area identification are concepts or skills within that subject addressed by the activity. For example:

> Language Arts: Listening, word recognition. The preceding identifies this activity as a Language Arts activity that involves the children in listening and word recognition.
>
> In order to select a CEAK activity for your class, simply scan the activity information sheets' subject area identifications until you find one that is appropriate to the needs of your class at the present time.

Materials

The materials statement on the activity information sheet identifies the materials needed for the activity. Those materials with an asterisk (*) appearing before them are already provided for you in the CEAK package. Those materials without the asterisk are generally in supply for any classroom and must be provided by the school.

When the activity requires consumable items, one master copy is provided for the teacher. Student copies can be duplicated through the use of a thermofax spirit master and a spirit duplicater.

Preparation

It is important that the teacher read the preparation statement at least one day in advance of the activity implementation. The preparation statement alerts the instructor to reproduce or gather materials when necessary. Anything that needs to be done in advance of the activity is identified in this section of the activity information sheet.

Procedures

The procedure statement provides information for the instructor that will aid in implementing and operating the activity as efficiently as possible. The activities were originally created for learning centers, but many of the activities could be used with other management styles.

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Evaluation

Provided with each activity is an evaluation activity. Each evaluation activity has an answer key. Simply follow the instructions for using the evaluation. Some have suggested levels of performance. Converting the evaluation to a grade is left to the teacher.

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CAREER GENERALIZATION:

People work for various rewards and satisfactions.

CAREER OBJECTIVE:

The student will indentify a variety of reasons why people work.

PERFORMANCE OBJECTIVE:

After gathering data on interview forms, the students will identify at least three reasons why people of various occupations work.

MATERIALS:

*Interview form
*Copy of Tips on Interviewing
Pencil or ballpoint pen

PREPARATION:

Duplicate three copies of the interview form and one copy of Tips on Interviewing for each student.

PROCEDURE:

Tell students that in given time period (e.g. one week) each is to interview a minimum of three individuals from various occupations. Distribute and explain Tips on Interviewing and the Interview Form, being sure that students understand procedures.

Instruct the students to keep their completed interview forms for use in another activity.

EVALUATION:

After completing the interviews, have students orally tell the class three reasons why people work without referring to their interview sheets.

INTERVIEW FORM

Date of Interview:__________________ Time:______________ to______________

1. Occupation:____________________________________

2. What is the exact title of your job?____________________________________

3. How long have you been on this job?____________________________________

4. What are the duties of your job?____________________________________

5. How much formal education is required?____________________________________

6. Please don't tell the amount--but is the pay good?____________ Is the starting pay for this job considered good?____________ Is the maximum pay good?____________

7. What are some "fringe" benefits in your job?________paid vacation ________health insurance ________sick leave others:__________________

8. Choose and rank five of the following reasons to tell why you do your job:

_____to earn a living
_____to obtain luxuries
_____to accumulate money
_____to help others
_____for respect
_____for prestige
_____for security
_____for power
_____for competition
_____for personal pride
_____for freedom
_____for health

Others:____________________________________

9. What are some of the most satisfying aspects of your job?____________________________________

10. What aspects of your job do you like the least?____________________________________

TIPS ON INTERVIEWING

1. Inform the person being interviewed that this is a required school assignment, but the identity of all respondents will be kept anonymous.

2. Be friendly and courteous during the interview.

3. Skip any question a respondent hesitates to answer. After you have covered all questions, go back to blank areas. If respondent still doesn't wish to answer, forget it.

4. Be sure to clarify any responses that seem unclear or incomplete to you.

5. Be absolutely CERTAIN you thank your respondent for his participation.

CAREER GENERALIZATION:

People work for various rewards and satisfactions.

CAREER OBJECTIVE:

The student will compare reasons why people work in different situations.

PERFORMANCE OBJECTIVE:

Given small group situation, students will compare individual interviews on why people work.

MATERIALS:

* Comparison of interviews chart
Completed interview forms (from the previous activity)

PREPARATION:

Have one Comparison Chart duplicated for each of four-five small groups. Tell students to have their completed interview forms available for the activity.

PROCEDURE:

Divide the class into random groups of four or five students, with a recorder appointed for each group. Students are, in turn, to share interview information with the group, allowing time for recorder to take down information.

EVALUATION:

Check group response sheets for comparison of reasons. Post sheets for students' view.

COMPARISON OF INTERVIEWS

Reasons Why People Work	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1. To earn money															
2. To obtain luxuries															
3. To accumulate money															
4. To help others															
5. For respect															
6. For prestige															
7. For security															
8. For power															
9. For competition															
10. For personal pride															
11. For freedom															
12. For health															
13.															
14.															
15.															

1. Fill in occupation of respondent in the top blank spaces (numbered 1-15).
2. Record the rank of reasons why they do their job.
3. After all the interview results have been recorded, tally and determine what reasons were given most frequently for working:

1.____________________ 2.____________________ 3.____________________

least frequently? 4.____________________ 5 ____________________

CAREER GENERALIZATION:

People work for various rewards and satisfactions.

CAREER OBJECTIVE:

The student will analyze the behaviors of workers and infer why they are working.

PERFORMANCE OBJECTIVE:

After gathering data on a television character in a work situation, the student will rank in order the reasons he/she thinks that character is working.

MATERIALS:

*Activity sheet - "Why People Work"
Pencils

PREPARATION:

Duplicate an Activity Sheet for each student.

PROCEDURE:

Distribute the Activity Sheets. Explain that in given time period (e.g. one week), each student is to watch a Television program and complete the Activity Sheet in order to analyze a specific character's behaviors, and to infer reasons why the character works. Caution students to note carefully the conversation, facial expressions, gestures and actions of the character.

EVALUATION:

Check to see that the behaviors the student describes seem to match the inferred reasons for working.

ACTIVITY SHEET - WHY PEOPLE WORK

1. Name of Television show: ______________________________

2. Name of Television character: ______________________________

3. Occupation of Television character: ______________________________

4. Write a short paragraph (four-five sentences) explaining the situation in which you observed the Television character working. Describe as accurately as possible his/her actions, conversations, expressions, and gestures.

____

____

____

____

____

____

____

____

5. After observing the Television character's behavior, rank 1,2, 3 the reasons why you feel the person is doing their job.

____ to earn a living

____ to obtain luxuries

____ to accumulate money

____ to help others

____ for respect

____ for prestige

____ for security

____ for power

____ for competition

____ for personal pride

____ for freedom

____ for health

others: ______________________________

CAREER GENERALIZATION:

People work for various rewards and satisfactions

CAREER OBJECTIVE:

The student will analyze the behaviors of workers and infer why they are working.

PERFORMANCE OBJECTIVE:

After he has heard the song, "A Job of Work," the pupil is given the worksheet. He will complete with 100% accuracy the answers to the questions about the singer's expressed attitudes toward work.

MATERIALS:

*(Tape) from Tom Paxton's "Ramblin-Boy" Album - "A Job of Work"
*Worksheet for each student
*Answer Key
Pencil

PREPARATION:

List on board elicited pupil responses how people feel about work.

Reproduce as many worksheets as required.

PROCEDURE:

Ask pupils to listen to the song to find the singer's attitude toward work. Hand out work sheets and instruct pupils to quote from song. Play song again, and twice, if pupils require it.

EVALUATION:

The student should be able to complete the worksheet with 100% accuracy. Informally discuss the attitudes named in the song and effects on the worker.

Tom Paxton's "Ramblin-Boy" Album--"A Job of Work" Worksheet

Listen to the song. Quote from song the phrases that reveal the following attitudes.

1. Pride

2. Peer group awareness

3. Head of family responsibility

4. Attitudes on charity

5. Liking of work

6. Steadfastness

ANSWER KEY

1. "Do it well"

2. "Don't want friends to see me there" (free food line)

3. "When I can't feed family, feel like hell"

   "Got to raise his family"

4. "Government man said it was all right"

   "Feed family - with job"

   "Don't want to seem ungrateful or mean"

5. "Like to work"

   "Until I die"

6. "Born here and never will go on"

CAREER GENERALIZATION:

People work for various rewards and satisfactions.

CAREER OBJECTIVE:

The student will evaluate his/her own reasons for working in given setting.

PERFORMANCE OBJECTIVE:

Given set of newspaper want ads, students will select 2-3 positions to apply for and will list his/her reasons for applying for those.

MATERIALS:

Sufficient number of classified newspaper ads.
Paper and pencil or ballpoint pen.

PREPARATION:

Gather newspapers.

PROCEDURE:

Explain that students are to peruse the want ads, choose three ads for jobs that appeal to them, and write two or three reasons why these particular working situations appeal to them. Give an example to clarify the activity. Refer to what they have learned about why other people select particular jobs.

EVALUATION:

Check the work done by student and listen to his/her rationale for evaluation reasons for working in given situations.

CAREER GENERALIZATION:

People work for various rewards and satisfactions.

CAREER OBJECTIVE:

The student will evaluate his/her own reasons for working in given settings.

PERFORMANCE OBJECTIVE:

Given a "Why I Work" worksheet, the student will check his/her own reasons for working in given settings. There are no right or wrong answers.

MATERIALS:

*"Why We Work" discussion guide
*Favorite Work" activity sheet.
*"Why I Work" worksheet

PREPARATION:

These activities are designed for the entire class.

PROCEDURE:

Guide the children in a group discussion of why we work in given settings, such as school, home, on a given job and at play. Be sure they are familiar with the concepts and terms listed on the discussion sheet.

Give directions and pass out the "Favorite Work" activity sheet for children to do.

Next pass out the "Why I Work" worksheets and explain to the children what they are to do.

EVALUATION:

The children will complete Activity 3. There are no right or wrong answers. Discuss their answers with them.

"WHY WE WORK" DISCUSSION GUIDE

Group discussion of why we work in given settings, such as at school, home, on a given job, and at play.

Information Sheet - Activity #1

Concepts to be developed:

- respect
- pride
- money
- social (family, peer, community) pressure
- security
- grade/points
- recognition
- prestige
- enjoyment

FAVORITE WORK

Activity #2

1. My favorite job at home

2. My favorite job at school

3. My favorite job at work

4. ME = working at play

WHY I WORK

Activity #3

Check your answer or answers for each question. You may check the same answer for different questions.

1. Why do you work at school?

2. Why do you work at home?

3. Why do you work on a given job?

4. Why do you work at play?

____ grades

____ friends' approval

____ to please myself

____ to please parents

____ to learn how to do things

____ money

____ pleasure

____ competition

CAREER GENERALIZATION:

Education and training are required for most work.

CAREER OBJECTIVE:

The student will identify the formal and informal educational requirements for specific occupations and identify the educational resources available to help him/her prepare for work.

PERFORMANCE OBJECTIVE:

Given some educational requirements for jobs, the student will be able to match some jobs that require the specified amount of training, with at least 85% accuracy.

MATERIALS:

*"Run for Your Life" game directions
*Game board "Run for Your Life"
*6 game cards, each bearing the name of a job
*4 Roadrunner markers
*"Run for Your Life" answer key
*1 die

PREPARATION:

Cut out the game cards. Place the game in a learning center. Place the directions for playing either by the game or on the back of the game board.

PROCEDURE:

Briefly discuss with the students the education requirements for the jobs referred to in the game. Explain the game directions and allow students to play.

EVALUATION:

Observe to see that each student correctly plays five out of seven cards. If a student does not correctly play five of the seven card plays, he should play the game again or engage in another activity having a similar objective.

"RUN FOR YOUR LIFE" GAME DIRECTIONS

1. Four players are required for this game.

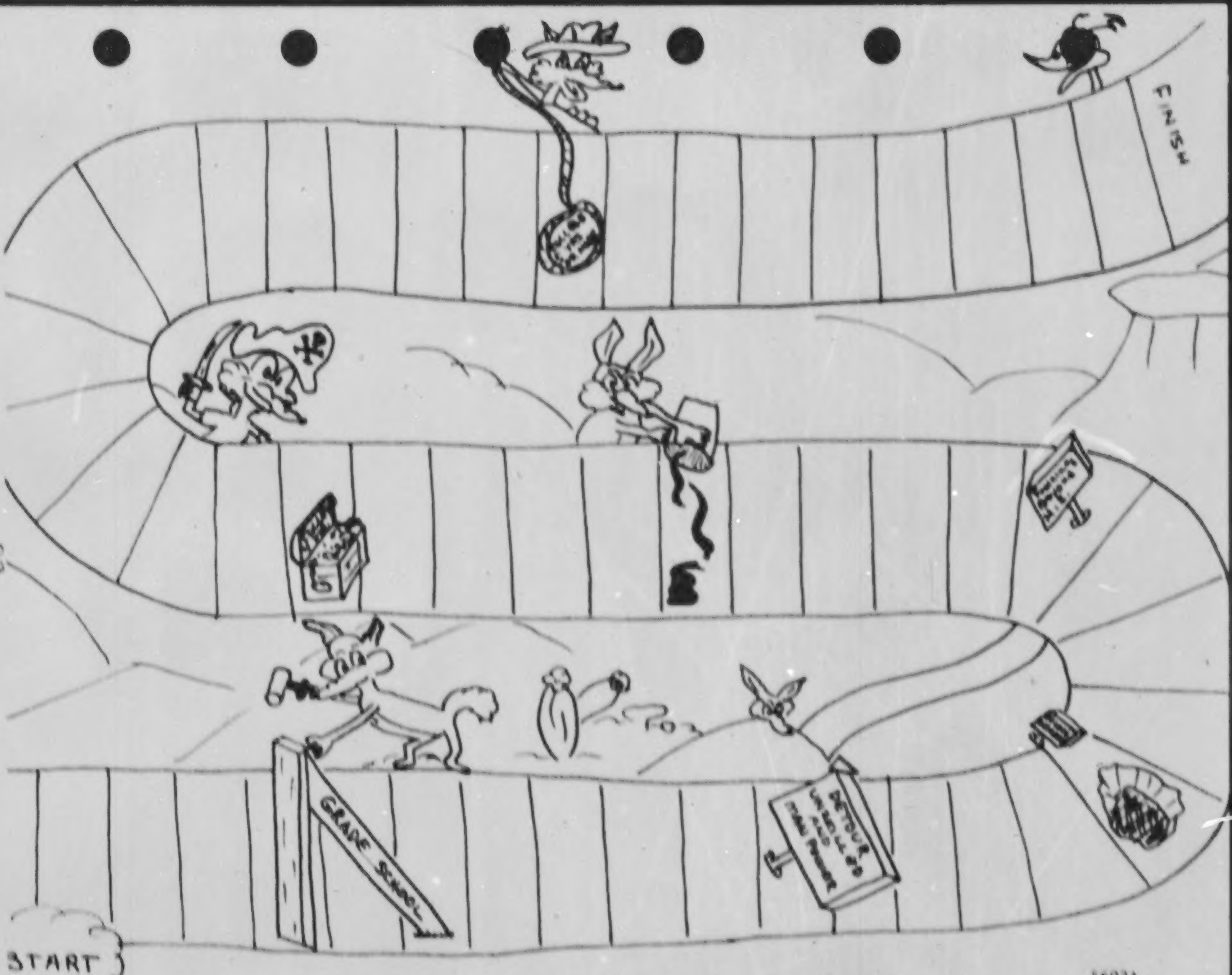
2. Deal eight job cards to each player. Place the remaining cards at the top of the game board, leaving one card face up.

3. Play begins when the first player rolls the dice to see how many spaces he will move his Roadrunner marker. If the player must cross one of Wile's traps to move the correct number of spaces, he must play a card bearing the title of a job with the minimum education requirement listed on the space.

   Do not play a card with a job title that requires more education or training. Refer to the answer sheet for correct responses after play is made. If an incorrect answer is given, the player may not move the number of spaces indicated on the die. If the player does not have a card which applies to the requirement, discard one card and draw from the stack of free cards.

4. Other players can use this traded card, provided it is the top card on the discard stack.

5. The first player to reach the finish line with the least number of cards left wins.


FINISH
DETOUR
AND
GRADE SCHOOL
START

5602A

5602A AUTO MECHANIC	5602A WELDER	5602 CARPENTER
5602A CABINET MAKER	5602A INDUSTRIAL SEWING MACHINE OPERATOR	5602A AIRCRAFT MECHANIC
5602A REFRIGERATOR REPAIRER	5602A RADIO REPAIRER	5602A DRAFTSPERSON

5602A REPORTER	5602A DIETICIAN	5602 LAB TECHNICIAN
5602A PARK RANGER	5602A OCCUPATIONAL THERAPIST	5602A PURCHASING AGENT
5602A SOCIAL WORKER	5602A TEACHER	5602A LIBRARIAN

5602A SHORT ORDER COOK	5602A FARM LABORER	5602 CAR WASH WORKER
5602A CADDIE	5602A BUS BOYS	5602 GROCERY BAGGER
5602A WAITPERSON	5602A HIGHWAY MAINTENANCE WORKER	5602A

5602A

DENTAL ASSISTANT

5602A

MEDICAL ASSISTANT

5602A

DENTAL HYGENIST

5602A

COURT RECORDER

5602A

STORE MANAGER

5602A

LEGAL SECRETARY

5602A

BANK OFFICER

5602A

SURVEYOR

5602A

5602A

SALES CLERK

5602A

TEACHER AIDE

5602

STOCK CLERK

5602A

CAMP COUNSELOR

5602A

LIFEGUARD

5602

NURSES' AIDE

5602A

LIBRARY ATTENDANT

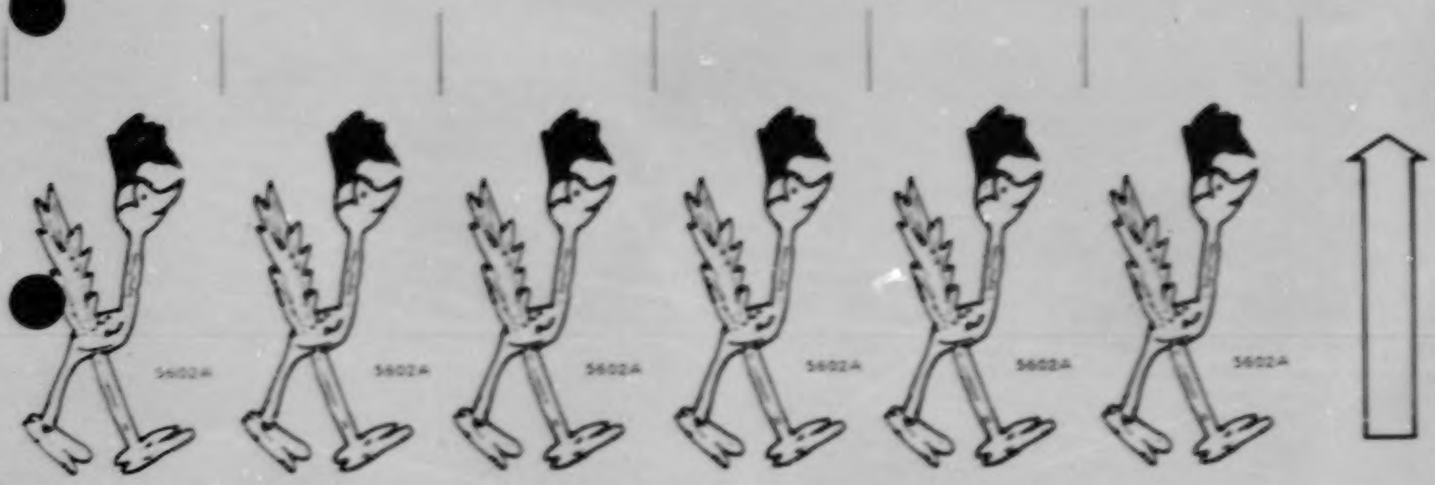
5602A

TYPIST

5602A

RECEPTIONIST

5602A PAPER CARRIER	5602A BABY SITTER	560 DISHWASHER
5602A HOUSEKEEPER	5602A DOG WALKER	5602 LAWN MOWER
5602A SNOW SHOVELER	5602A	5602A


5602A
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"RUN FOR YOUR LIFE"

ANSWER KEY

GRADE SCHOOL

paper carrier
babysitter
dishwasher
housekeeper
dog walker
lawn mower
snow shoveler

UNSKILLED

short order cook
farm laborer
car wash worker
caddie
bus boy
grocery bagger
waitperson
highway maintenance worker

HIGH SCHOOL

sales clerk
teacher aide
stock clerk
camp counselor
lifeguard
nurse's aide
library attendant
typist
receptionist

JUNIOR COLLEGE

dental assistant
medical assistant
dental hygenist
court recorder
store manager
legal secretary
bank officer
surveyor

TRAINING BEYOND HIGH SCHOOL

auto mechanic
welder
carpenter
cabinet maker
industrial sewer (machine operator)
aircraft mechanic
refrigerator repairer
radio repairer
draftsperson

FOUR YEAR COLLEGE

reporter
dietician
lab technician
park ranger
occupational therapist
purchasing agent
social worker
teacher
librarian

CAREER GENERALIZATION:

Education and training are required for most work.

CAREER OBJECTIVE:

The student will compare and contrast the educational requirements for different occupations as well as the educational resources available for preparing for certain occupations.

PERFORMANCE OBJECTIVE:

Given a number of career titles, the student will select appropriate educational/training options for those careers with 80% accuracy.

MATERIALS:

*Educational Training labels
*Career title cards (3 each of 33 titles)
*Answer key
Box with 16 dividers

PREPARATION:

-Obtain a box with at least 16 divided sections
-Arrange labels of schools in numerical order on the box sections

PROCEDURE:

"Job Route"

1. This activity requires two players.

2. One player is designated the postal employee, and the other player is the postal inspector.

3. The postal employee is to read each job title card and place the card in the proper educational training section of the box.

4. There are 3 copies of each job title, which means that some job titles may be placed in 3 different educational sections in the box, or in only one section. Put the extra cards not filed in the section labeled extra cards.

5. After the postal employee has classified all cards, the postal inspector uses the Answer Key to evaluate the employee's performance.

6. The inspector should place correct responses in one stack and incorrect ones in another.

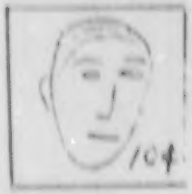
EVALUATION:

The student should classify the career cards with 80% accuracy. Not more than 20 should be in the incorrect stack after the postal inspector has evaluated the player. If this is not achieved, the player must play again or observe the inspector as he assumes the employee's role.

EDUCATION/TRAINING LABELS

5602B 1 On the Job Training	5602B 2 Baker School of Broadcasting	5602B 3 Pat's Cosmology School
5602B 4 Military Training	5602B 5 Danville Junior College	5602B 6 Fairmount University
5602B 7 Freeman Technical Institute	5602B 8 Smithfield Business College	5602B 9 Foreman Vocational Training School
5602B 10 Barkley Medical Assistant's School	5602B 11 Ridgefield Finishing School	5602B 12 Compton Computer Programming School
5602B 13 Layburn School of Nursing	5602B 14 Rolland Public High School	5602B 15 Manning Correspondence Schools
5602B 16 Extra Cards		

5602B



Bank Teller

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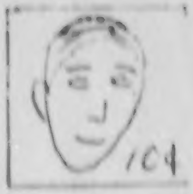

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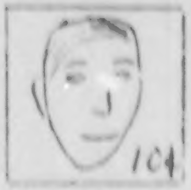

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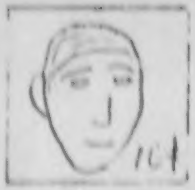

Medical Assistant

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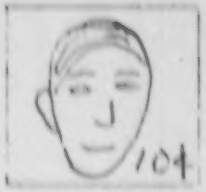

Medical Assistant

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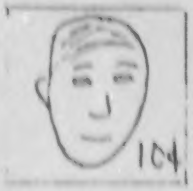

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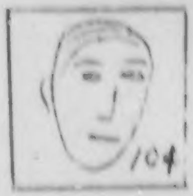

Beauty Consultant

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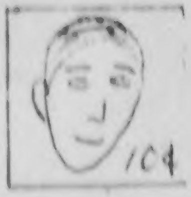

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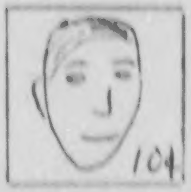

Beauty Consultant

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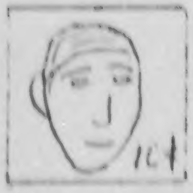

Service Station Attendant

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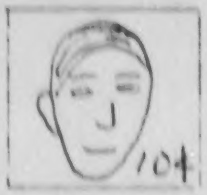

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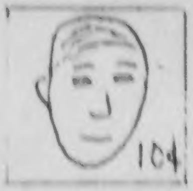

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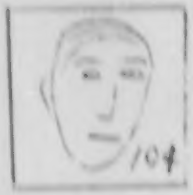

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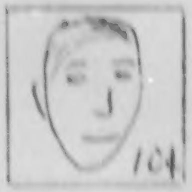

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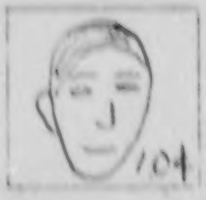

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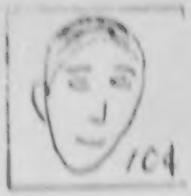

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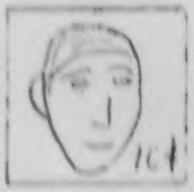

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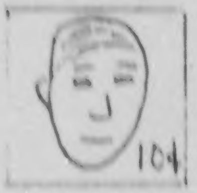

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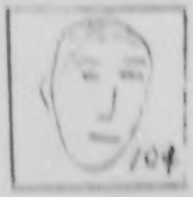

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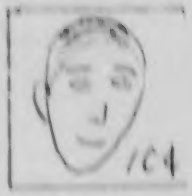

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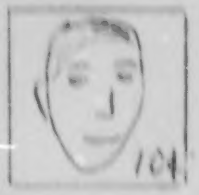

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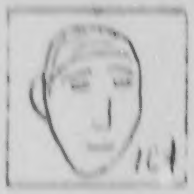

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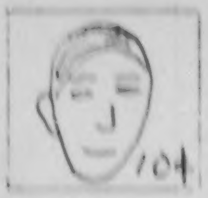

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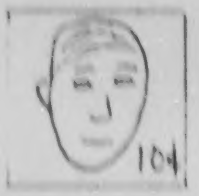

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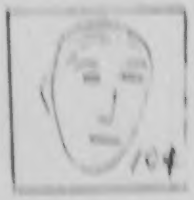

Real Estate Salesperson

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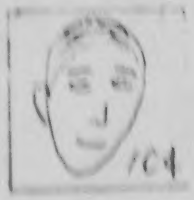

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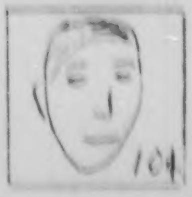

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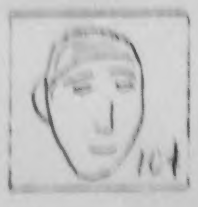

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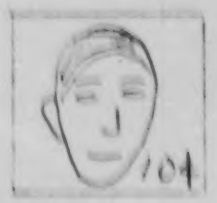

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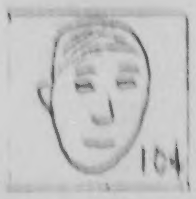

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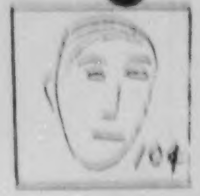

Carpenter

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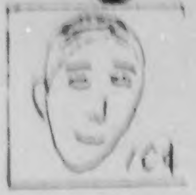

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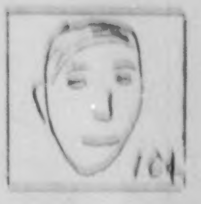

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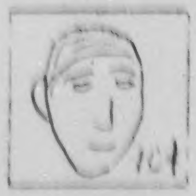

Manicurist

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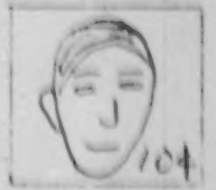

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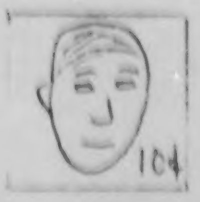

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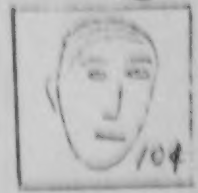

Lawyer

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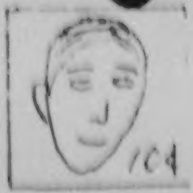

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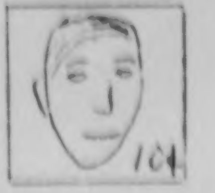

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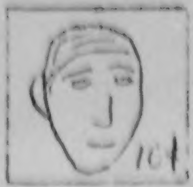

Graphic Designer

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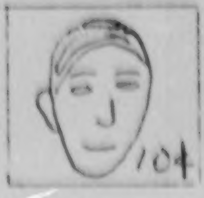

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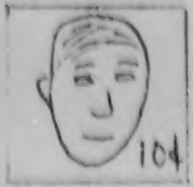

Graphic Designer

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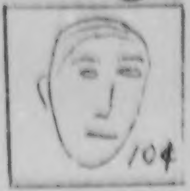

Insurance Agent

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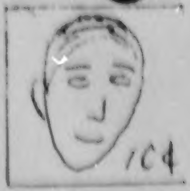

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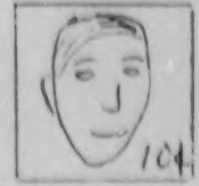

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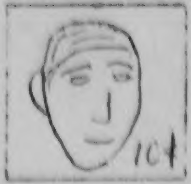

Store Manager

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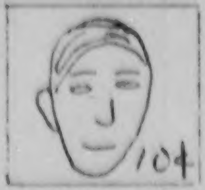

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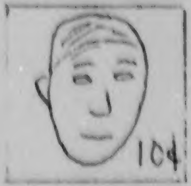

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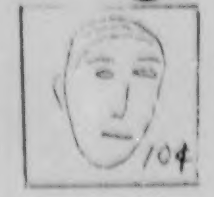

Cabinet Maker

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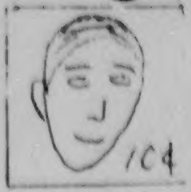

Cabinet Maker

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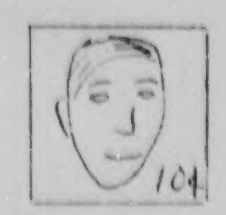

Cabinet Maker

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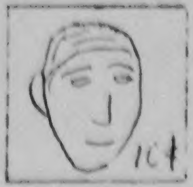

Industrial Sewing
Machine Operator

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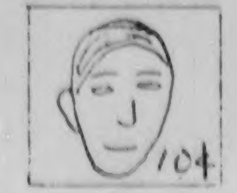

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Machine Operator

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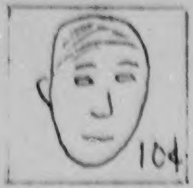

Industrial Sewing
Machine Operator

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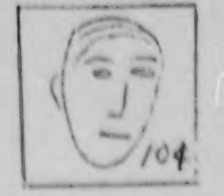

Aircraft Mechanic

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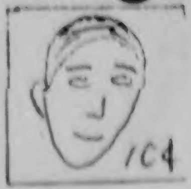

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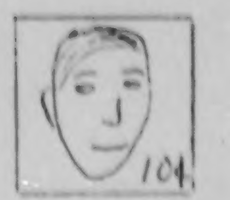

Aircraft Mechanic

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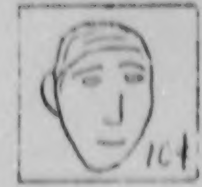

Dietician

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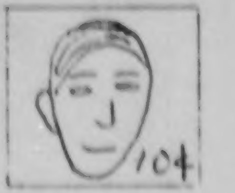

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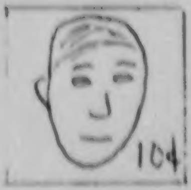

Dietician

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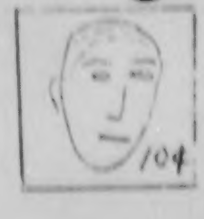

Secretary

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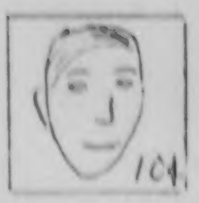

Secretary

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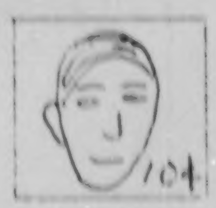

Bookkeeper

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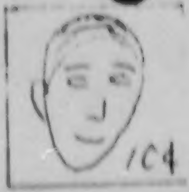

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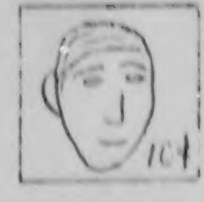

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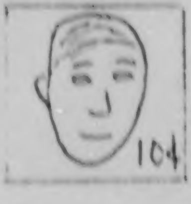
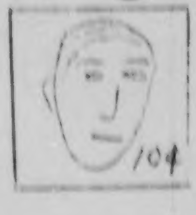


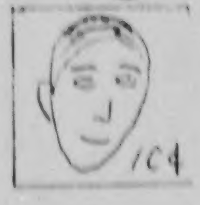
Bookkeeper

5602B



Radio Announcer

5602B



Radio Announcer

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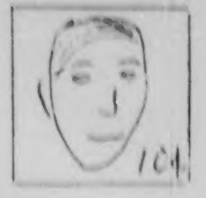
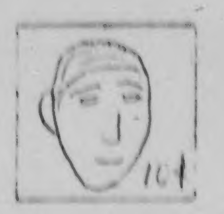


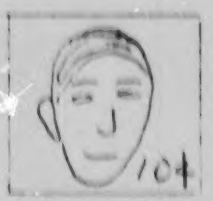
Radio Announcer

5602B



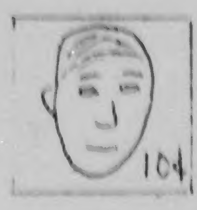
Computer Programmer

5602B



Computer Programmer

5602B



Computer Programmer

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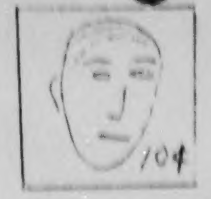
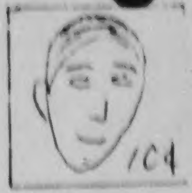


Hotel Manager

5602B



Hotel Manager

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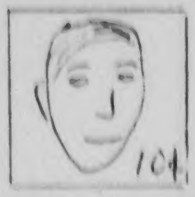
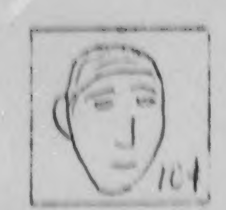


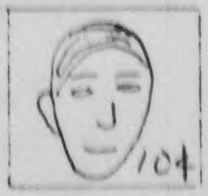
Hotel Manager

5602B



Photographer

5602B



Photographer

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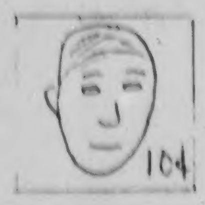

Photographer

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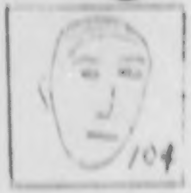
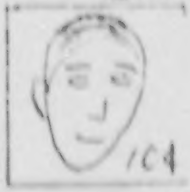


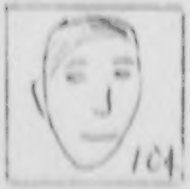
Auto Mechanic

5602B



Auto Mechanic

5602B



Auto Mechanic

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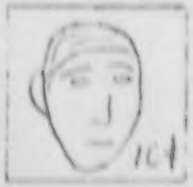
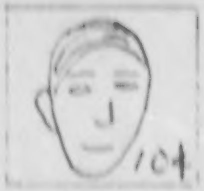


Electrician

5602B



Electrician

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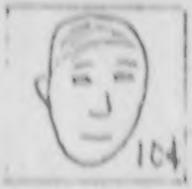
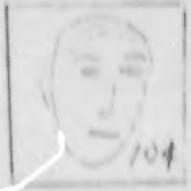


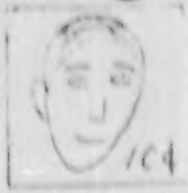
Electrician

5602B



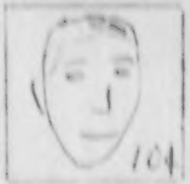
Nurse's Aid

5602B



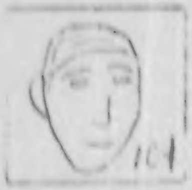
Nurse's Aid

5602B



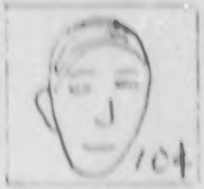
Nurse's Aid

5602B



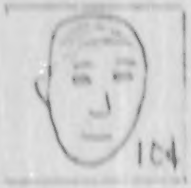
Receptionist

5602B



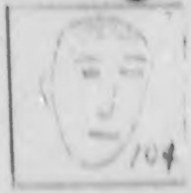
Receptionist

5602B



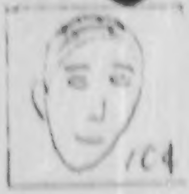
Receptionist

5602B



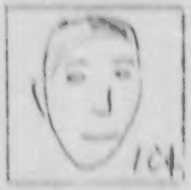
Surveyor

5602B



Surveyor

5602B



Surveyor

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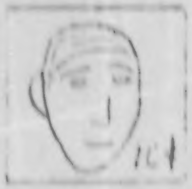
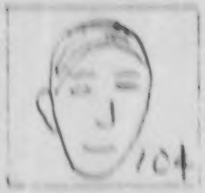


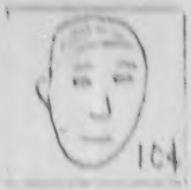
Waitperson

5602B



Waitperson

5602B



Waitperson

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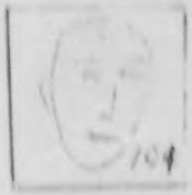

Court Recorder

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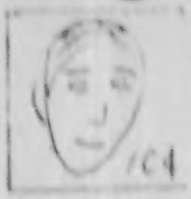

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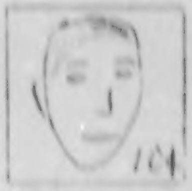

Court Recorder

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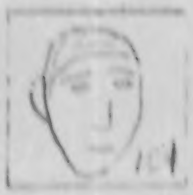

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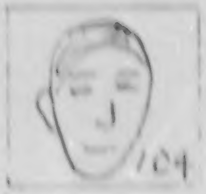

Court Recorder

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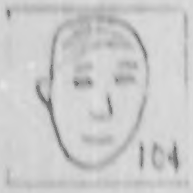


ANSWER KEY

Box 1

auto mechanic
hotel manager
secretary
bookkeeper
bank teller
service station attendant
deliverer
carpenter
store manager
receptionist
waitperson
nurse's aid

Box 2

radio announcer

Box 3

beauty consultant
manicurist

Box 4

auto mechanic
electrician
photographer
computer programmer
secretary
bookkeeper
medical assistant
service station attendant
typist
draftsperson
teacher
carpenter
surveyor
aircraft mechanic
dietician

Box 5

auto mechanic
electrician
hotel manager
photographer

Box 5 (cont)

secretary
bookkeeper
bank teller
typist
draftsperson
carpenter
graphic designer
surveyor
cabinet maker
court recorder

Box 6

hotel manager
photographer
radio announcer
computer programmer
secretary
medical assistant
novelist
draftsperson
teacher
real estate salesperson
lawyer
graphic designer
store manager
surveyor
dietician

Box 7

hotel manager
photographer
computer programmer
secretary
draftsperson
graphic designer
court recorder

Box 8

secretary
bookkeeper
bank teller
typist
store manager
receptionist
court recorder

Box 9

auto mechanic
electrician
photographer
service station attendant
draftsperson
carpenter
graphic designer
surveyor
cabinet maker
industrial sewing machine operator
aircraft mechanic

Box 10

medical assistant

Box 11

beauty consultant
receptionist

Box 12

computer programmer

Box 13

medical assistant
nurse's aid

Box 14

auto mechanic
secretary
bookkeeper
service station attendant
typist
deliverer
carpenter
receptionist
waitperson
cabinet maker
bank teller

Box 15

hotel manager
photographer
secretary
bookkeeper
novelist
real estate salesperson

5602D

Interdisciplinary: Goal Setting, Planning, Self Awareness

CAREER GENERALIZATION:

Education and training are required for most work.

CAREER OBJECTIVE:

The student will evaluate the educational options available in relation to his/her personal objectives and needs.

PERFORMANCE OBJECTIVE:

Given a list of human needs, work attitudes, and educational options, the student will be able to choose those which apply to his/her lifestyle.

MATERIALS:

*"Grandstand Play"
*Activity sheets (2 pages)

PREPARATION:

Reproduce enough copies of the activity sheets for each student.

PROCEDURE:

1. Distribute copies of the activity sheets to each student.
2. Follow the directions on the activity sheets carefully.
3. The student will choose from a list of human needs and work attitudes those which apply to his/her interests.
4. From these choices, the student will name a career which would supply the needs and possess the work attituedes named.
5. Once the student has named a career choice, he will "map" out his/her educational path which will result in qualifying for that career.

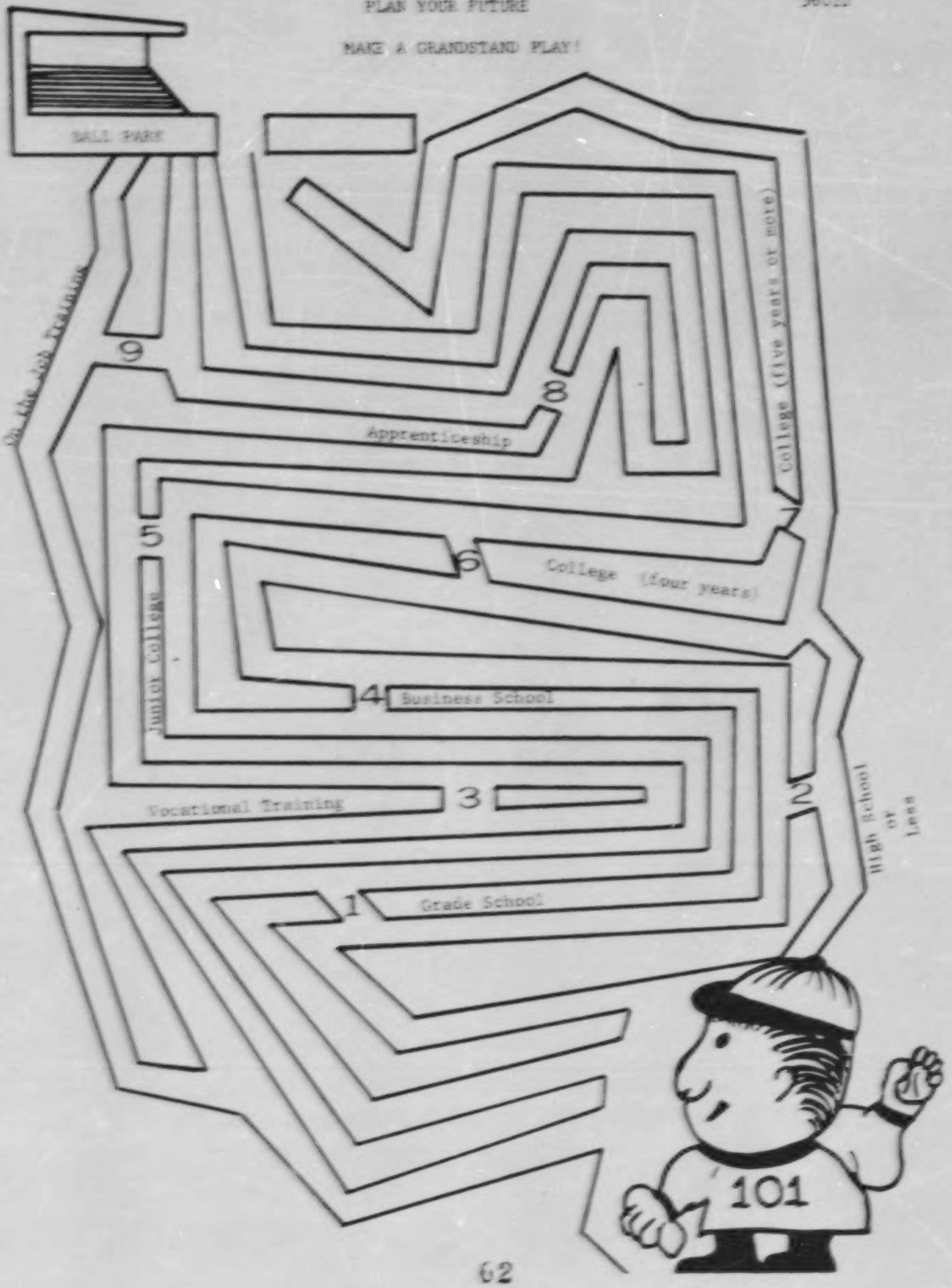
EVALUATION:

The student should complete all five exercises on the activity sheet.

5602D

PLAN YOUR FUTURE

MAKE A GRANDSTAND PLAY!


BALL PARK
On the Job Training
9
8
Apprenticeship
College (five years or more)
7
5
6
College (four years)
Junior College
4
Business School
3
Vocational Training
2
High School or Less
1
Grade School
101

5602D

"GRANDSTAND PLAY"

I. Before you make your "Grandstand Play" for the future, it is necessary to decide what you consider important. Listed below are some human needs that people have. Check those which you consider most important.

Housing ____
Food ____
Clothing ____
Transportation ____
Health ____
Help Others ____
To be liked ____
Power ____

Luxuries ____
Happiness ____
Pride ____
Freedom ____
Respect ____
Excitement ____
Expressing ideas ____
Competition ____

II. In the list of work characteristics below, check those which are most important to you.

Traveling ____
Danger ____
Helping Sick People ____
Working with Children ____
Operating big machines ____
Getting Dirty ____

Working at Night ____
Adventure ____
Working with Animals ____
Wearing a uniform ____
Driving a car or truck ____
Working with numbers ____

III. Now that you have completed exercises I and II, write your checked items under the headings below.

NEEDS	WORK CHARACTERISTICS

IV. Study your choice of needs and characteristics listed in Exercise III. What career could you choose that would relate to these? Write the name of the career below.

____

V. Now you are ready for your "Grandstand Play". On page 3, write the career name from exercise IV on the heavy black line near the Ball Park. This is your goal.

You must now decide which path you will take. Note that each gate is labeled with a different educational option. You may use one gate or several to achieve your career goal.

Go through only those that are necessary to achieve your goal. When you are finished, hand your paper to the teacher.

CAREER GENERALIZATION:

Specialization results in interactions and interdependencies among workers.

CAREER OBJECTIVE:

The student will identify different work roles and their interrelatedness in given specialized work situations.

PERFORMANCE OBJECTIVE:

The student will be able to match sentences, that state work roles with the worker with 80% accuracy - game situation).

MATERIALS:

*"Build-A-House" Game board
*Game sentence cards
*Directions for "Build-A-House"
*Answer sheet to game
*Suggested preparation activities
Game markers
1 die
Red construction paper
Scissors

PREPARATION:

Suggested preparation activities may be used before the game:

Laminate and cut apart the sentence cards.

Make markers out of red construction paper, but to resemble bricks.

PROCEDURE:

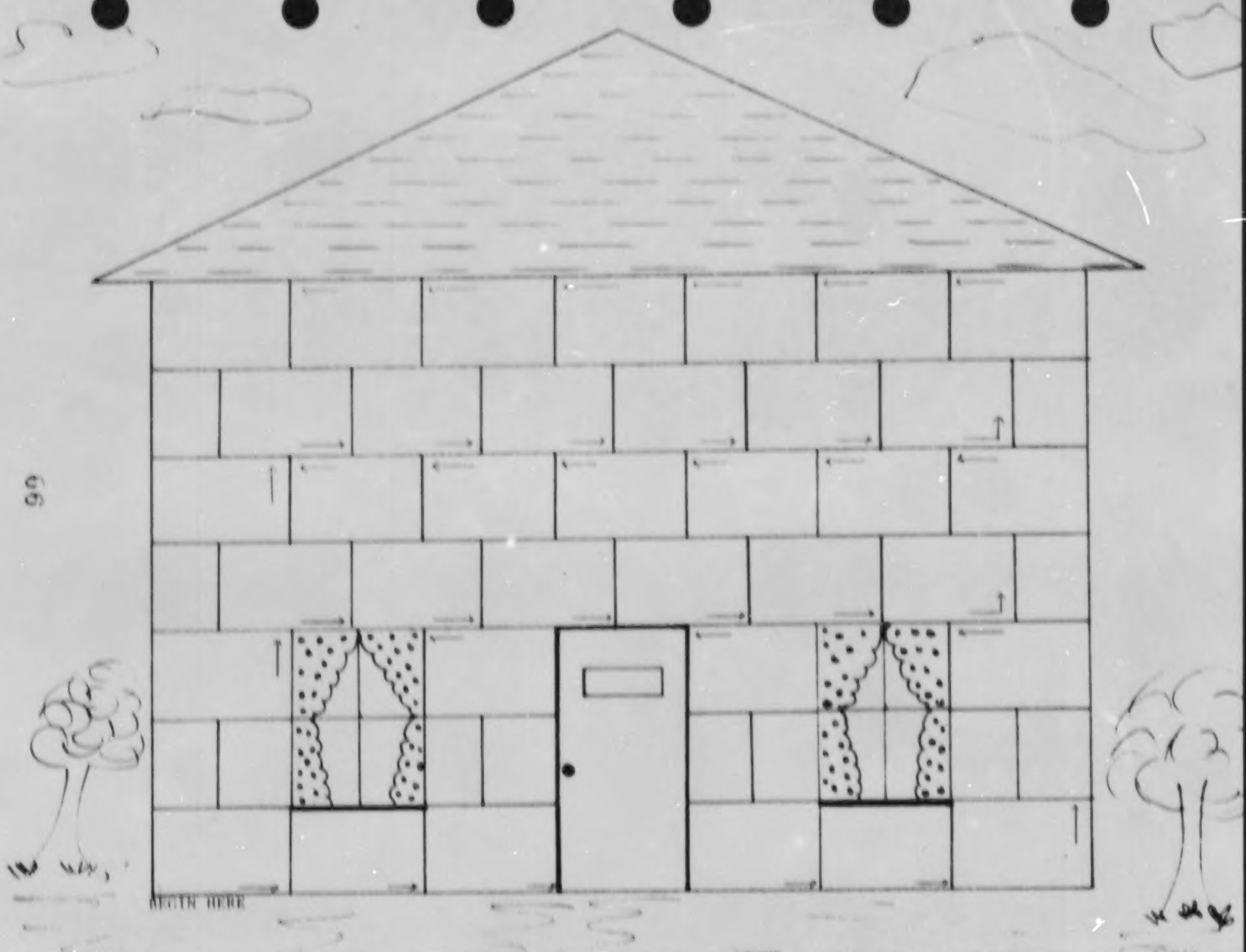
Place the game (with the directions sheet) in a learning center for 4-6 students to play.

EVALUATION:

As a leader or the teacher reads the sentence cards the student should be able to name the worker with 80% accuracy. This could be done in teams or as an entire class activity.

ENRICHMENT/EXPANSION:

Have the students try to sequence the work/job's done to construct the house e.g., 1) buy a lot; 2) work with architect on design; 3) etc.


BEGIN HERE

5603A

1. I must inspect existing wiring before I do my job.

5603A

2. I prepare drawings for the building contractor.

5603A

3. I check the work being done to see if it meets zoning and safety regulations.

5603A

4. I look at the blueprint, estimate how much the house will cost, and then say how much I'll build it for.

5603A

5. I finish the outside of the house.

5603A

6. I let the person who is having the house built know whether his loan application has been rejected or accepted.

5603A

7. I pour the concrete for the basement.

5603A

8. I must read the blueprint. I use a woodworking machine and install hardware such as hinges, pulls, etc.

5603A

9. I must follow the blueprint and be sure the concealed wiring is done before the walls, ceiling and floors are finished.

5603A

10. I help the person who is having the house built find a suitable lot.

5603A

11. I use a power shovel to remove the earth and get the basement ready for the cement mason.

5603A

12. I make the grounds around the house beautiful by putting in the lawn and planting trees, shrubs and flowers.

5603A

13. When the cement mason is through, I go to work and put up the frame or structure of the house.

5603A

14. I bring most of the materials to the site on a truck.

5603A

15. I work inside when the rough carpenter is through, finishing doors, windows, and closets.

5603A

16. I have the job of getting the water and sewer pipes installed correctly.

5603A

17. I work both inside and outside the house. I must know colors and how to mix them. I work closely with the interior decorator.

5603A

18. I finish the walls working closely with the painter and the interior decorator.

5603A

19. The beauty of the entire interior is my responsibility.

5603A

20. My finished work keeps out the rain and sun.

5603A

21. I get the walls and ceilings ready for the painter and paper hanger.

5603A

22. I work with the air condition installer. I must measure correctly and know how to join metal.

5603A

23. My work requires strength rather than skill. I perform labor of any kind.

5603A

24. The house isn't ready until I have done my work. I install necessities.

5603A

5603A

5603A

5603A

5603A

5603A

"BUILD-A-HOUSE"

DIRECTIONS:

Shuffle cards and place face down.

Roll die to determine who plays first. The first player takes the top card, reads statement or statements and names the worker the statement is about. The leader checks the answer sheet to see if the correct answer was given. If the answer was correct, the player rolls the die to see how many bricks (spaces) he can move. If incorrect, the next player plays, etc. The player who gets to the top first is the winner.

ANSWER KEY TO GAME

1. air condition installer
2. architect
3. building inspector
4. building contractor
5. brick layer
6. credit clerk
7. cement mason
8. cabinet maker
9. electrician
10. real estate salesperson
11. excavator
12. landscape artist
13. rough carpenter
14. truck driver
15. finish carpenter
16. plumber
17. painter
18. paper hanger
19. interior decorator
20. roofer
21. sheet rocker
22. sheet metal worker
23. laborer
24. utility installer

SUGGESTED PREPARATION ACTIVITIES LIST

1. To arouse interest or motivation for the game, arrange a bulletin board display of pictures showing different kinds of houses, including some under construction.

2. Lead a discussion concerning:

    A. Kinds of houses the students live in:
        1. single dwelling
        2. apartment
        3. condominium - etc.

    B. Fathers or mothers in the house building trade.

    C. Recalling observations of houses being built, the processes included, the names of the workers on the site, etc.

3. Write on the board the list of workers used on the answer sheet. Allow the students to describe what the workers do. Read the sentence cards and let the students name the worker the sentence identifies. (Some groups may not need this preparation).

5402C

Interdisciplinary: Recognition of Relationships Increases
Power of Orientation

CAREER GENERALIZATION:

Education and training are required for most work.

CAREER OBJECTIVE:

The student will analyze opportunities afforded by each of the educational resources in relation to specific occupations.

PERFORMANCE OBJECTIVE:

Given some occupational titles, the student will match the most appropriate educational option for each occupation.

MATERIALS:

*Game board - "The Pathfinder"
*Marker
*Pathfinder directions and activity sheet
*Pathfinder Answer Key

PREPARATION:

Print multiple copies of the activity sheet. The game is designed for two players, and each time they play they will need an activity sheet.

PROCEDURE:

Introduce the game to the players. Allow them to play as long as desired. When they have finished an activity sheet, have them check the answer key.

EVALUATION:

The student should be able to answer correctly all three questions on the activity sheet. If he does not complete this correctly, have the student play again.

"PATHFINDER" ACTIVITY SHEET

Directions:

This is an activity which tests the power of psychic thought. You and your partner will ask two questions of the Great Pathfinder. On the first move, think of a job title—any job title. Place your fingers on the marker and concentrate on the job title. The marker will begin to move!

I. When the marker stops, write down the name of the job title to which it points. A space is provided below:

____

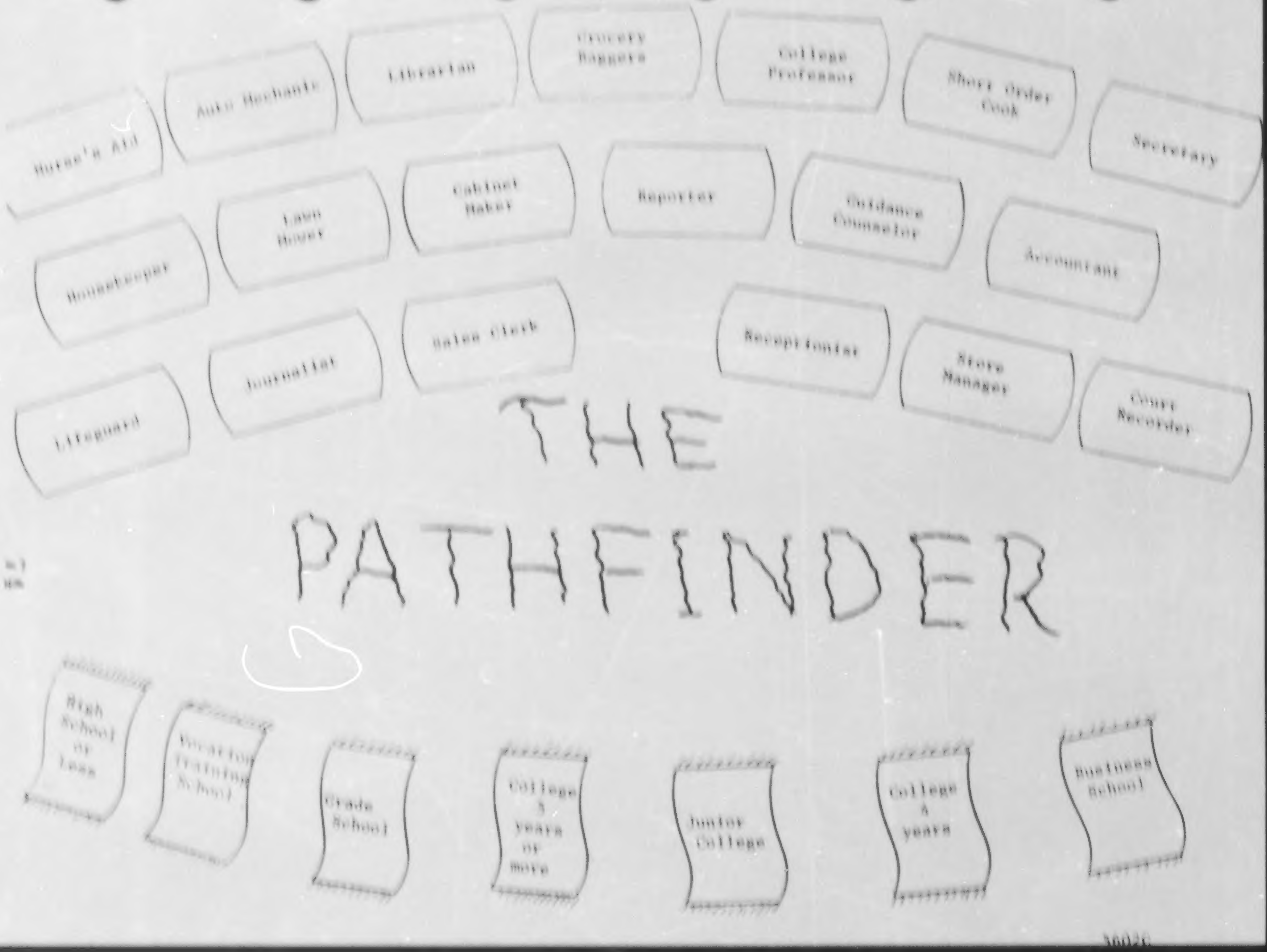
II. Now you are to concentrate on education. Place your fingers again on the marker, close your eyes, and concentrate very hard on education. The marker again will move, only this time, to the bottom of the board. When the marker stops, write the name of the educational requirement indicated by the marker. Write it in the space below.

____

III. Now it is time to concentrate even more. Compare the results of the two questions asked.

1. Was the Pathfinder correct in matching the job with the education required to perform the job?
2. In what ways could the Pathfinder have been more truthful?

THE PATHFINDER


Nurse's Aid
Auto Mechanic
Librarian
Grocery Baggers
College Professor
Short Order Cook
Secretary
Housekeeper
Lawn Mower
Cabinet Maker
Reporter
Guidance Counselor
Accountant
Lifeguard
Journalist
Sales Clerk
Receptionist
Store Manager
Court Recorder
High School or Less
Vocation Training School
Grade School
College 3 years or more
Junior College
College 4 years
Business School

THE
PATHFINDER

THE
PATHFINDER

THE
PATHFINDER

THE
PATHFINDER

Language Arts - Note taking, listening, comprehension 5603B
Social studies - Understanding relationships, observing, field trip behavior

CAREER GENERALIZATION:

Specialization results in interactions and interdependencies among workers.

CAREER OBJECTIVE:

The student will compare and contrast the types of interpendencies in given specialized work situations.

PERFORMANCE OBJECTIVE:

The student will interview workers on a building site and record information on a questionnaire sheet.

MATERIALS:

*Questionnaire sheet
Pencils

PREPARATION:

Plan a field trip to a building site:

Make arrangements through the site foreman for visit to site.

Secure parents to transport students.

Arrange for student teacher, teacher aid, or parent to accompany students on trip.

Discuss skills to be used in interviews.

Discuss safety precautions to be used while on site.

Establish with students the reasons for the trip.

Choose a committee of students to be taken on trip.

Reproduce the questionnaire sheets, one for each student going on the trip.

Familiarize the students with the questionnaire.

PROCEDURE:

A committee of students will be taken on a trip to a building site where they will interview various workers and fill out the questionnaire forms.

Discuss with students remaining in classroom some possible questions they might have for the committee making the trip.

After the students return to the classroom, make a master chart for some of the questions (8,9,10, & 12) in order to compare the types of interdependencies experienced by the workers. Have the students share the information on their questionnaires, as well as answer any questions the other students might have.

Sample Chart

	Worker	Worker	Worker
Question 8			
Question 9			
Question 10			
Question 12			

Write Thank You notes to site foreman.

EVALUATION:

Informally question the students concerning the building site worker roles and the interrelatedness of the various workers.

QUESTIONNAIRE SHEET

(SUGGESTED)

1. Have you always done this kind of work?________________
   If other kind what was it?______________
2. Do you like your work?___________
3. What helped you to decide the kind of work you wanted to do?_______________
4. Did someone in building construction influence your decision?______________
5. What subjects studied in grade school are most helpful to you now?__________
6. What are the educational requirements for your job?__________High school?
   __________College?__________How much college?__________
7. Did you have special training for your job?_________If so, how much?______
8. How is your job related to other workers on the site?_________
9. Do you need to plan with other workers?_________In what way?_______________
10. Do you share tools, supplies, etc. with other workers?_________ In what
    way?__________
11. What changes are occuring in your work?__________
12. How would your job be affected if workers in some other area of work on the
    site should go on strike?__________________

CAREER GENERALIZATION:

Specialization results in interactions and interdependencies among workers.

CAREER OBJECTIVE:

The student will analyze the interdependent roles and interrelationships in given specialized work settings.

PERFORMANCE OBJECTIVE:

Given a list of twenty-four (24) workers that might work on a building site, the student will write acceptable statements describing how twelve (12) of these workers might be interrelated.

MATERIALS:

*List of building site workers
*Sheet of possible statements students might write

PREPARATION:

Lead the class in a discussion of the meaning of "cooperation", "teamwork" and the importance of working well with others. Discuss work roles in relation to family life, school life etc. and the interrelationships within these roles.

Reproduce the list of workers, one for each child to be engaged in the activity.

This activity could be either an individual or group activity.

PROCEDURE:

Place the sheets with listed workers in a learning center. Paper for writing statements on should also be available in the center.

This could be a group or individual activity.

EVALUATION:

After students have written their statements, allow them time to share them with other class members. Observe for logical reasoning and clear explanation.

LIST OF WORKERS

1. air condition installer
2. architect
3. building inspector
4. building contractor
5. brick layer
6. credit clerk
7. cement mason
8. cabinet maker
9. electrician
10. real estate salesperson
11. excavator
12. landscape artist
13. rough carpenter
14. truck driver
15. finish carpenter
16. plumber
17. painter
18. paper hanger
19. interior decorator
20. roofer
21. sheet rocker
22. sheet metal worker
23. laborer
24. utility installer

POSSIBLE STATEMENTS

1. The air condition installer must understand how the electrician has wired the house.
2. The building contractor should be able to read the blueprints the architect has drawn.
3. The finish carpenter won't be able to begin his work until the rough carpenter is through with framing the structure.
4. The cement mason must wait for the excavator to complete his work before he can do his work.
5. The painter should cooperate with the interior decorator to do his job successfully.
6. The real estate person may work with the credit clerk in securing a loan for the person having the house built.

Other statements may be acceptable.

5603D

Language Arts: Drawing conclusions, comprehension
Social Studies: Understanding work roles, work relationships and interpendencies

GENERALIZATION:

Specialization results in interactions and interdependencies among workers.

OBJECTIVE:

The student will evaluate the effects of specialized roles on a whole product, process, or interaction.

PERFORMANCE OBJECTIVE:

Given an activity sheet the student will match job titles of specialized workers with sentences describing mistakes made by untrained workers, hired to do that job with 85% accuracy.

MATERIALS:

*Activity sheet "Who Should Have Done It?"
*Answer key
Pencils

PREPARATION:

Lead discussion with entire class concerning:

work rules
amount of training needed for different occupations
skilled and unskilled workers
possible consequences of specific workers (e.g. airline pilot) not being adequately trained for their work

Reproduce as many copies of the activity sheet as needed.

PROCEDURE:

Activity sheets may be placed in learning center and used as individual study sheets.

EVALUATION:

Students will work in teams to share and check their answers on the activity sheet. For those students who do not achieve 85% accuracy, have them repeat some of the previous activities in this packet.

ACTIVITY SHEET

"WHO SHOULD HAVE DONE IT?"

Mr. Jones hired a building contractor to build 16 houses in a housing area just outside the city. Soon he discovered there was a terrible mistake in some of the workmanship in each house.

When contacted, the building contractor admitted that when each house was built he hired one untrained worker to do the job of a specialized worker.

The sixteen (16) mistakes found are listed below. In each sentence decide which specialized worker was not on the job and write that workers' job title on the line after the sentence.

The first one has been done for you.

1. The temperature could not be regulated in any of the rooms.

   air condition installer

2. There was no bathroom. ______________________
3. The outside walls were falling down. ______________________________
4. The lights went on and off continually. ____________________________
5. The grass, trees and shrubs all died. ____________________________
6. The basement walls caved in. _____________________
7. The doorways were crooked and the baseboards came loose. _________________
8. There was water dripping under the kitchen sink. _________________
9. There were big cracks in the bedroom walls. ______________________
10. The paint was peeling off. _____________________
11. All the carpets and walls were black. ____________________
12. There were puddles of water on the floor when it rained. ________________
13. Many things did not meet building code specifications. ________________
14. The heating ducts were coming apart. ___________________
15. The kitchen cabinet doors were hung on the wrong side. ________________
16. The gas, water, lights, and telephone were not in working order.

    ____

ANSWER KEY

"WHO SHOULD HAVE DONE IT?"

1. air condition installer
2. architect
3. brick layer
4. electrician
5. landscape artist
6. cement mason
7. finish carpenter
8. plumber
9. sheet rocker
10. painter
11. interior decorator
12. roofer
13. building inspector
14. sheet metal worker
15. cabinet maker
16. utility installer

5604a

Social Studies - Self concept, categorizing information

CAREER GENERALIZATION:

Different occupations require different abilities, skills, and interests.

CAREER OBJECTIVE:

The student will identify some universal abilities, skills, and interests required for engaging in successful work activities.

PERFORMANCE OBJECTIVE:

The student will complete the matching sheet, "Abilities, Skills, Interest" with 80% accuracy.

MATERIALS:

*Your Abilities, Skills, Interests sheet
*Abilities, Skills, Interests matching sheet
*Answering key
Pencil

PREPARATION:

Make as many copies of the "Abilities, Skills and Interests" sheet and the activity sheet on "Your Abilities, Skills, Interests" as you need. You may want to have a short introductory discussion of abilities, skills and interests before starting the unit.

PROCEDURE:

Place all the materials in a learning center. The student should do the sheet titled "Your Abilities, Skills, Interests" first and it should be discussed with you or with one of his friends at this point. Next the student will do the matching activity, working the "Abilities, Skills, Interests" matching sheet.

EVALUATION:

Student should be able to complete the matching exercise with 80% accuracy. He or she can check the work against the answer key.

YOUR ABILITIES, SKILLS, INTERESTS

An ability or skill is something that you are able to do better than most people. For example; building models, doing math problems, art, getting along with people, etc. Usually you are interested in things you can do especially well. Below list several special abilities that you have. Then discuss your list with a friend or the teacher and see if they agree. They may think you have an ability, skill or interest that you didn't realize you have.

1.

2.

3.

4.

5.

ABILITIES, SKILLS, AND INTERESTS

This is a list of abilities, skills and interests people may have. An ability, skill or interest is something you are especially good at and especially like to do. This could be liking to be with lots of people, doing math problems especially well, liking to work with your hands, etc. Use the list of jobs below and decide what ability, skill, and/or interest is most important to each job and put the number of that job on the blank by the ability. Each ability can be matched with more than one job. Use at least 3 jobs for each ability or skill listing.

__________1. Be able to pronounce words correctly and distinctly.

__________2. Work with and record figures accurately.

__________3. Use measurements correctly, including perimeter and area.

__________4. Have a good vocabulary and be able to spell correctly.

__________5. Be very good at using alphabetical order.

__________6. Read and use maps well.

__________7. Be very good at addition, subtraction, multiplication and/or division.

__________8. Be able to find addresses from a city map and learn house addresses.

__________9. Be able to get along very well with all kinds of people.

__________10. Good at working with machines, motors and instruments.

JOBS

1. cabin attendant (airline)
2. wallpaper hanger
3. radio announcer
4. real estate salesperson
5. carpenter
6. announce arrival and departure of planes
7. architect
8. delivery worker
9. file clerk
10. geographer
11. inventory clerk
12. librarian
13. newspaper reporter
14. payroll clerk
15. car mechanic
16. cabinet and furniture maker
17. police officer
18. mail carrier
19. electric appliance repairer
20. magazine proofreader
21. secretary
22. switchboard operator
23. travelling salesperson
24. bookkeeper
25. truck driver
26. author
27. waitperson
28. watch repairer
29. taxi driver
30. person who compiles the telephone directory
31. attorney
32. accountant
33. surveyor

ANSWER KEY

ABILITIES, SKILLS, AND INTERESTS

1. 3, 6, 22
2. (7), (11), (13), (14)
3. 2, 5, (7), 16, 23
4. (14), 20, 21, 26
5. 9, 12, 30
6. 10, (13), 15
7. (11), (14), 24, 32
8. (4), 8, 18, 29
9. 1, (4), 17, (13), 27, 31
10. 15, 19, 28

CAREER GENERALIZATION:

Different occupations require different abilities, skills, and interests.

CAREER OBJECTIVE:

The student will identify specific abilities, skills, and interests required for specific occupations.

PERFORMANCE OBJECTIVE:

The student will complete the sheet, "Your Help Wanted Ad."

MATERIALS:

*"Help Wanted" activity (4 pages)
*Key for "Help Wanted" activity
*Activity sheet, "Your Help Wanted Ad"
Pencil

PREPARATION:

The teacher will need to make as many copies as needed of the "Help Wanted" activity and the "Your Help Wanted Ad" sheet.

PROCEDURE:

Place the materials in a learning center. The students will first do the "Help Wanted" activity. They may check their own work from the answer key.

After completing the above, they should complete the "Your Help Wanted Ad" sheet.

EVALUATION:

Collect the "Your Help Wanted Ad" sheet for grading. Sentence structure, continuity, and accuracy should be evaluated. In addition, the student may give you insights about their self image.

HELP WANTED

Abilities, Skills and Interests

Read the Help Wanted ads from the newspaper. Decide which of the following special skills, abilities and interests you should have to apply for each of the jobs and write it on the blank below the ad. You may use the word in parenthesis to fill in the blanks.

1. working with your hands, mechanical ability (mechanical)
2. like to work mainly with people (people)
3. journalism skills (writing)
4. able to do heavy lifting (strength)
5. good at working with math (numbers)
6. working with food preparation (food)
7. good driver (driving)
8. studying rocks, minerals, etc. (geology)
9. sewing skills (sewing)
10. wood working skills (carpenter)
11. working with land, crops, animals (agricultural)

5604A

HELP WANTED

Food Service MANAGER

[illegible]

1. ______________________

[illegible]

2. ______________________

CARPENTER

Experienced finish carpenter [illegible]

3. ______________________

WILL TRAIN

WRECKER DRIVERS

[illegible]

4. ______________________

Direct Billing Clerk

Experienced, accounting background [illegible]

5. ______________________

[illegible]

Equal Opportunity Employer m/f

6. ______________________

[illegible]

7. ______________________

ACCOUNTING CLERK

PREFER EXPERIENCED
APPLY IN PERSON

LEWIN'S

223 E. DOUGLAS

8. ______________________

UPHOLSTERER

[illegible]

9. ______________________

RANCH MAN

Experienced in all around [illegible]

10. ______________________

Warehouse Man

Permanent position, we train, paid vacation, hospitalization, apply in person. 8 a.m. to 4:30 p.m.

Cain's Coffee Co.
2040 Northern St.

11. ______________________

DRIVERS NEEDED

[illegible]

12. ______________________

[illegible]

13. ______________________

NIGHT FOOD SERVICE MANAGER—FAST FOODS

[illegible]

14. ______________________

MECHANIC

[illegible]

Equal Opportunity Employer

15. ______________________

56048

HELP WANTED

TWO FARM FAMILIES

Desiring a good position on a large Ranch in Eastern Kansas. Nice modern 3 bedroom house, centrally heated and air conditioned and a 2 bedroom house trailer, centrally heated and air conditioned with stove, refrigerator, washer and dryer. All gas and electric bills paid and beef furnished. Good wages, 2 weeks paid vacation, hospitalization plan and profit sharing plan. Desire couple with 10 years or more of farm or ranch experience. Artificial insemination experience desirable. Users of intoxicants or tobacco need not apply. An equal opportunity employer. Send complete resume to Jim Evans, P.O. Box [illegible], Wichita, Ks. [illegible]

16 ______________________

POWER SEWING
MACHINE OPERATOR
EXPERIENCED ONLY
PERMANENT POSITION
PAID VACATION

MORGAN BULLEIGH
[illegible] N. WASHINGTON

17 ______________________

K-MART NEEDS
AUTO MECHANIC
Apply Personnel Office
8800 East Kellogg

18 ______________________

Therapeutic Dietitian

Must be A.D.A. registered. [illegible] program. Write or call Personnel Dept., Hillcrest Medical Center, [illegible] S. Utica, Tulsa, Oklahoma [illegible] Ext. [illegible]
An equal opportunity employer

19 ______________________

HEY MOM!
$480 TO START
Plus Car Allowance
9 a.m. to 3 p.m. Daily
(NO SATURDAYS)

Must have car, really like babies and working with mothers as community representative. Experience in church, PTA, Scouting or community work helpful but not necessary. NOTE: full-time earnings for these part-time hours. Special consideration given to mothers with school age youngsters [illegible] also widows and divorcees.
For Personal Interview Call
MRS. PRICE [illegible]

20 ______________________

ENGINEERS
MINE ENGINEERS
GEOLOGISTS

Washington D.C. area research firm seeks [illegible] individual with degree in mine engineering and experience in mine equipment research, design, fabrication, operation and maintenance. Or mine development, operation and management. Geologists need an advanced degree with experience in coal, oil, uranium deposits exploration for work in [illegible] scientific staff environment. Send resume immediately to:
RESTON EMPLOYMENT SERVICE
1800 SUNRISE VALLEY DRIVE
RESTON, VIRGINIA 22091

21 ______________________

CARPENTERS NEEDED
Apply at 211 E. 13th St., [illegible] Kansas, 8 to 5

22 ______________________

DUO-BED CORP
NEEDS EXPERIENCED
UPHOLSTERERS
Chance for Advancement
DUO-BED CORP.
1812 W. 2nd
Equal Opportunity Employer M/F

23 ______________________

CARPENTER/CABINET INSTALLER
3 years experience, will train, [illegible]

24 ______________________

MECHANIC
Air Compressor/Experience desired. Related type mechanic work considered. Only experienced men need apply. High wages and fringe benefits. Write or call Kansas City Pneumatic, Inc., 1622 Wyandotte, Kansas City, MO 64108, 816 421-3144.

25 ______________________

EMPLOYEE RELATIONS OFFICER: Requires experience in Labor Management Negotiations and/or dealing with the day-to-day problems of Administering Union Contracts. $928 to $1242 monthly.

26 ______________________

NEED EXPERIENCED TRUCK DRIVER. To deliver brick, concrete blocks and related items. Apply 133 N. Elizabeth St. Acme Brick Co.

27 ______________________

WORK FOR NO. 1
Furniture salesman, married, [illegible]

28 ______________________

HELP WANTED

PLANT PERSONNEL MANAGER

Outstanding career opportunity for qualified candidate. Require generalist capable of assuming this position with a medium sized division of a dynamic NYSE corporation in Kansas.

[illegible] and responsibilities. Successful candidate's background will include a minimum of [illegible] years experience. Reply in confidence detailing experience, education and salary [illegible] to: Eagle Box [illegible]

An Equal Opportunity Employer

29. ____________________

NOW HIRING
- TECHNICAL WRITERS

30. ____________________

REFUSE COLLECTION WORKERS: Ability to lift heavy objects and walk long distances. Valid Kansas Drivers License.

31. ____________________

CREDIT MANAGER
Expanding hospital has immediate opening for experienced credit manager. Growth potential with good salary, benefit package. Send résumé to personnel department, Ponca City Hospital, Box [illegible] Ponca City, Oklahoma [illegible]. Equal Opportunity Employer

32. ____________________

COOK
Split shift, [illegible] to [illegible] and [illegible] to [illegible]. [illegible] Fringe benefits. Good pay, advancement potential. Apply to the executive chef.
[illegible] Country Club [illegible]

33. ____________________

CHIEF ACCOUNTANT

[illegible] degree, accounting major. Two years hospital accounting experience required. Supervise general accounting functions and payroll. Familiarity with E.D.P. preferred. Salary commensurate with experience. Submit resume to Eagle Box [illegible]

34. ____________________

SEWING MACHINE OPERATORS: Paid vacation. Fringe benefits. Apply at:
PONCA CANVAS PRODUCTS
[illegible] E. CENTRAL

35. ____________________

GEOLOGISTS
Rocky Mountain and Gulf Coast openings. Searching for candidates with a minimum of [illegible] yrs exploration and/or development experience. Salaries to [illegible]

36. ____________________

[illegible]: [illegible] willing to work. [illegible]

37. ____________________

DRIVERS NEEDED
Must be [illegible] [illegible] Contact [illegible]
YELLOW CAB CO.

38. ____________________

MECHANIC NEEDED
Modern service center at major highway. Diesel and minor tune-ups, electrical, carburetors, starters, and generators. Some experience necessary. Apply [illegible] N. [illegible]

39. ____________________

BABYSITTER for 2 children. $[illegible] per week. My home. Own transportation. Please call before 3 P.M. [illegible]

40. ____________________

TECHNICAL WRITER
Must have experience in the electronics field. A minimum of two (2) to four (4) years, experience required.
Kustom is an aggressive and growing Company doing [illegible] for public safety applications. If you would like to be a part of such an environment, send your resume to:

Mr. Joseph T. Spaits
Technical Publications
Dept.
Kustom Data
Communications, Inc.
1010 West Chestnut
Chanute, Kansas 66720

41. ____________________

Alterations — full time. Call [illegible]

42. ____________________

LIVE IN HOUSEKEEPER
[illegible]

43. ____________________

KEY TO "HELP WANTED" SHEET

1. food
2. strength
3. carpenter
4. driving
5. numbers
6. numbers
7. geology
8. numbers
9. sewing
10. agriculture
11. strength
12. driving
13. agriculture
14. food
15. mechanic
16. agriculture
17. sewing
18. mechanic
19. food
20. people
21. geology
22. carpenter
23. sewing
24. carpenter
25. mechanic
26. people
27. driving
28. carpenter
29. people
30. writing
31. strength
32. numbers
33. food
34. numbers
35. sewing
36. geology
37. strength
38. driving
39. mechanic
40. people
41. writing
42. sewing
43. people

YOUR HELP WANTED AD

Think of your abilities, skills, and interests and write a help wanted ad that describes a job you would like to apply for. After writing the ad, turn the paper over and write a paragraph telling why you would like to have the job you described in the ad.

AD

Language Arts: Word recognition; Classification 5b04C

CAREER GENERALIZATION:

Different occupations require different abilities, skills, and interests.

CAREER OBJECTIVE:

The student will analyze the work of different occupations and infer the different abilities, skills, and interests required for successful performance in those occupations.

PERFORMANCE OBJECTIVE:

The student will fill in five cells of the "Would You Use It?" chart with 75 percent accuracy. If student's sheet does not agree with Answer Key, he/she must justify his/her answer.

MATERIALS:

*Job Description cards (44)
*"Would You Use It?" chart of jobs and school competencies (2 sheets)
*Answer Key
Pencil

PREPARATION:

The teacher will need to run off as many copies as needed of the "Would You Use It?" Job and School Competencies Chart.

PROCEDURE:

The Chart and the Job Description cards should be placed in a learning center. The student should read the job description cards, choose a minimum of five of the described jobs, and complete his/her chart for those jobs. After completion, have a few students who have chosen the same job discuss their answers and try to justify them if there is disagreement. The key may be used as a guide.

EVALUATION:

The student should use the same chart and code five different occupations with 75 percent accuracy.

5604C

1. ACTRESS - Play roles in dramatic productions; rehearses part; memorizes lines and cues as directed; uses speech and gestures; may perform on stage, screen, or television.

5604C

2. ADVERTISING LAY-OUT - Designs advertising for newspapers, magazines, posters, billboards, television; studies suggestions by clients and sketches illustrations; paints or draws finished advertisement.

5604C

3. AMBULANCE DRIVER - Drives ambulance to transport sick and injured persons; loads and unloads patient on stretcher with help of attendant; must be trained in first aid and a skillful driver; fills out forms and reports.

5604C

4. ARCHITECT - Plans and designs many different kinds of buildings; consults with clients; prepares sketches; writes specifications and makes scale drawings for use by the builder and other workmen.

5604C

5. BARBER - Provides customer with barbering services such as cutting and trimming hair; may give shaves, scalp treatments, shampoos; records charges on ticket; may sell supplies to customers.

5604C

6. BUS DRIVER - Drives bus to transport passengers short or long distances according to time schedules; records cash receipts and ticket fares; may assist with baggage and/or fares; may make minor repairs and routine maintenance to bus; follows definite route.

5604C

7. BUTCHER (Retail) - Cuts, trims, and bones meats to prepare them for cooking; chops and grinds meat; portions and weighs meat; may wrap and weigh meat for customers and collect money for sales.

5604C

8. CABINET MAKER - Constructs and repairs wooden articles such as store fixtures, cabinets, furniture; studies blueprints and drawings of articles to be made; marks outlines or measurements on material to be used; matches materials for color, grain, texture.

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9. CARPENTER - Works with wood, tile, insulation board, and other materials; may erect the framework of buildings; install molding, paneling, cabinets and hardware, studies blueprints, sketches, or building plans; prepares layout using measuring tools.

5604C

10. CASHIER - Receives payments from customers, counts money, gives change, endorses checks and deposits money; keeps records of money transactions; may keep bank accounts.

5604C

11. CHEF - Supervises and takes part in activities of other kitchen workers in preparing and cooking food; estimates food needed and may purchase food; selects and develops recipes; prepares food according to recipes; may plan menus.

5604C

12. CHILD CARE WORKER (Nursery School) - Organizes and leads activities of pre-school children; uses games; reads to children; directs simple art, song, and similar activities; helps children develop good habits; keeps dicipline; may serve meals or refreshments.

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13. CRITIC (Reviewer) - Writes reviews for newspapers or magazines; reads books; attends art shows; attends stage, screen and musical performances and forms critical opinions of them; writes criticisms, usually comparing them to other works or productions.

5604C

14. DIETICIAN - Plans and directs food service programs in hospitals, schools, restaurants, other public and private places; plans menus and special diets; directs workers; may purchase food, equipment, supplies; makes sure sanitary standards are met; may prepare educational material.

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15. DRESSMAKER - Makes women's clothing; discusses with customer type of material, pattern or style; takes customer's measurements; places pattern on material and adjusts pattern as needed; cuts, sews and finishes garment.

5604C

16. FILE CLERK - Places material in files in alphabetical or numerical order, or according to subject matter, or other system; locates and removes materials from files as requested; keeps records of materials removed from files; may enter data on records.

5604C

17. FIREFIGHTER - Controls and extinguishes fires, protects life and property; maintains equipment; responds to fire alarms and other emergency calls; may drive equipment; may administer first aid.

5604C

18. INSURANCE SALESPERSON - Sells insurance to new and present clients; explains policy to client; figures rates for each policy; may collect and keep record of payments.

5604C

19. INTERIOR DECORATOR - Plans and designs artistic interiors for homes, businesses, and other places; decides on colors, furniture, accessories; makes sketches of plans; estimates cost and amount of material needed; selects and purchases items for customer; may direct painters, carpet layers, other workers.

5604C

20. LIBRARIAN - Maintains library collection of books, periodicals, documents and other materials; explains use of reference sources and arranges displays; helps individuals and groups locate materials; demonstrates use of card catalog; makes new cards for catalog; may select, order and catalog materials.

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21. LIFE GUARD - Main responsibility is the safety of swimmers; warns swimmers of safety rules; rescues swimmers in trouble to prevent drowning; administers first aid; may clean and refill pool; may give swimming lessons.

5604C

22. METAL CONTROLLER - Places metal on scale to weigh amount for metal castings; cuts bars to specified lengths; stamps code on metal to show kind of metal and heat factor.

5604C

23. METEOROLOGIST - Person who studies the atmosphere and related conditions to forecast the weather; studies and interprets charts, maps, temperature, humidity, wind, precipitation; draws various weather information on maps.

5604C

24. MUSICIAN - Plays one or more musical instruments in recitals, as an accompanist, or as a member of a band, orchestra or other musical groups; may compose or arrange music.

5604C

25. NEWSPAPER CARRIER - Delivers newspapers to subscribers on route and collects payments at certain times; purchases papers at wholesale price for resale at retail price; keeps records of customers and accounts; tries to get new subscribers.

5604C

26. NURSE - gives general nursing care to patients; gives medicine and treatments as prescribed by Doctor; observes, records, and reports to Doctor on patient's condition; may assist with surgery or therapy.

5604C

27. ORDER CLERK - Processes orders for materials or merchandise received by mail, telephone or in person by customer; records or files copy of orders by name of customer, expected delivery date or other system; may check stock and reorder stock when needed; may follow up on orders to make sure of correct delivery.

5604C

28. PAYROLL CLERK - Figures wages and earnings of employees from time cards and work tickets; deducts such items as insurance, income tax and social security; keeps records of payments and deductions.

5604C

29. PHARMACIST - Weighs, measures, mixes and sells drugs following prescription of Doctor; keeps accurate records of drugs sold; stores drugs under refrigeration that need it; orders and maintains supply of drugs, chemicals, and other stock.

5604C

30. PILOT (Airline) - commercial airplanes; duties include checking load weight, fuel supply, weather conditions, flight route; reads gauges in plane cabin; records information such as flight time, altitude, fuel used; must keep to flight plan and follow all air regulations.

5604C

31. **PLAYWRIGHT** - Writes original plays, or takes ideas from stories, history or other sources and adapts them as plays; writes dialogue and describes action to take place in play; may change script during rehearsals.

5604C

32. **PROOFREADER** - Reads material to find errors of grammar, type setting, spelling or composition; returns marked proof copy for correction by type setter and later checks corrected copy.

5604C

33. **RECEPTIONIST** - Works in office, or other business greeting and directing visitors and customers to correct office or room; may record name, time of call, nature of business and person called on; schedules appointments; answeres telephone.

5604C

34. **REPORTER** - Collects facts about newsworthy events and writes newspaper stories; interviews persons and observes events to obtain and verify facts; types or writes story, using reference material, newspaper files and other sources; refers stories to editor for approval.

5604C

35. **RESERVATIONS AGENT** (Airline) - Makes reservations for passengers on scheduled airline flights; arranges reservations and routing for customers using timetables, manuals, reference guides; determines seats available; notifies customers of changes in flight plans or to cancel or confirm reservations.

5604C

36. **SOCIAL WORKER** - Works with families or individuals in helping them to solve their personal problems; may help with welfare assistance; keeps records; contacts other professional people and refers families to other agencies that can be of help.

5604C

37. STAGE-SCENERY DESIGNER - Designs sets for plays; must study period of architecture and decoration which represents time setting of play; sketches and paints plans; builds miniature sets from plans; prepares drawings for scene builders to work from; may oversee building of furniture; may create special stage lighting.

5604C

38. STOCK CLERK - Receives, stores and issues equipment. materials, supplies, merchandise, foodstuff, or tools; keeps stock records; counts, sorts or weighs incoming articles; stores articles according to style, type, size; fills orders from stock; inventories (counts) stock; may mark incoming stock with a code figure or letter.

5604C

39. TAX ACCOUNTANT - Prepares Federal, State or local tax returns for individuals, businesses, or other organizations; figures tax according to set rates, laws, and regulations; may work out and install tax record systems for businesses.

5604C

40. TAXI DRIVER - Operates taxicab to transport passengers for fee; picks up passengers in response to radio or telephone request for service; collects fee recorded on taximeter based on mileage or time and makes a record of it; reports by radio or telephone on completion of trip.

5604C

41. TELLER (Bank) - Receives and pays out money; keeps records of money; receives checks and cash for deposit; verifies amounts; cashes checks and pays out money; orders supply of cash to meet daily needs; counts incoming cash.

5604C

42. TESTOR (Foods) - Mixes and cooks or bakes experimental food products, such as cake mixes; selects recipes for cookbooks and cooks item, then evaluates it for texture and quality; records amounts and kinds of ingredients and results of test; suggests new products and improvements to existing products.

5604C

43. **TILE SETTER** - Applies tile to wall, floors, ceilings following design specifications; examines blueprints; measures and marks surfaces to be covered and lays out work; measures and cuts metal lath to size.

5604C

44. **VETERINARIAN** - Diagnoses and treats diseases and disorders of animals; gives medication; performs surgery; tests dairy herds for disease; advises on care and breeding of animals.

Would You Use It?

On this chart you are to fill in a letter for each area of competency for each job. Use the code letters at the bottom of the page. You may refer to the job description cards to help you fill in this chart.

COMPETENCIES LEARNED AT SCHOOL	JOBS																								
	Actress	Advertising Lay-out	Ambulance Driver	Architect	Barber	Bus Driver	Butcher	Cabinet Maker	Carpenter	Cashier	Chef	Child Care Worker (Nursery School)	Critic (Reviewer)	Dietician	Dressmaker	File Clerk	Fire Fighter	Insurance Salesman	Interior Decorator	Librarian	Life Guard	Metal Control Man	Meteorologist	Musician	Newspaper Carrier
SPELLING																									
READING COMPREHENSION																									
GEOMETRY																									
ART																									
MUSIC																									
PHYSICAL SKILLS																									
ALPHABETICAL ORDER																									
GETTING ALONG WITH PEOPLE																									
ORGANIZING																									
SCIENCE																									
PENMANSHIP																									
ENGLISH COMPOSITION																									
USING REFERENCE MATERIAL																									
MAP SKILLS																									
MEASUREMENTS OF ALL KINDS																									
FOLLOWING WRITTEN OR ORAL DIRECTIONS																									
NUTRITION																									
GOOD HEALTH HABITS																									
CLASSIFYING																									
HISTORY																									
GEOGRAPHY																									
COUNTING																									
RECORDING AND READING NUMBERS																									
TAKING NOTES																									
VOCABULARY DEVELOPMENT																									
TYPING																									
[illegible]																									
SEWING																									
FOOD PREPARATION																									

Use this code to fill in the chart. Choose the one that you think fits best for each item learned at school for each of the jobs.

CODE: O for often S for sometimes N for seldom or never

Would You Use It? continued

COMPETENCIES LEARNED AT SCHOOL	JOBS																			
	Nurse	Order Clerk	Payroll Clerk	Pharmacist	Pilot (Airline)	Playwright	Proofreader	Receptionist	Reporter	Reservations Agent	Social Worker	Stage (Scenery Designer)	Stock Clerk	Tax Accountant	Taxi Driver	Teller (Bank)	Tester (Food)	Tile Setter	Veterinarian	Wallpaper Hanger
SPELLING																				
READING COMPREHENSION																				
GEOMETRY																				
ART																				
MUSIC																				
PHYSICAL SKILLS																				
ALPHABETICAL ORDER																				
GETTING ALONG WITH PEOPLE																				
MEMORIZING																				
SCIENCE																				
PENMANSHIP																				
ENGLISH COMPOSITION																				
USING REFERENCE MATERIAL																				
MAP SKILLS																				
MEASUREMENTS OF ALL KINDS																				
FOLLOWING WRITTEN OR ORAL DIRECTIONS																				
NUTRITION																				
GOOD HEALTH HABITS																				
CLASSIFYING																				
HISTORY																				
GEOGRAPHY																				
COUNTING																				
[illegible] AND READING [illegible]																				
TAKING NOTES																				
VOCABULARY DEVELOPMENT																				
TYPING																				
WOODWORKING																				
SEWING																				
FOOD PREPARATION																				

Would You Use It?

Smith

On this chart you are to fill in a letter for each area of competency for each job. Use the code letters at the bottom of the page. You may refer to the job description cards to help you fill in this chart.

Key

COMPETENCIES LEARNED AT SCHOOL	JOBS																								
	Actress	Advertising Layout	Ambulance Driver	Architect	Barber	Bus Driver	Butcher	Cabinet Maker	Carpenter	Cashier	Chef	Child Care Worker (Nursery School)	Critic (Reviewer)	Dietician	Dressmaker	File Clerk	Fire Fighter	Insurance Salesman	Interior Decorator	Librarian	Life Guard	Metal Control Man	Meteorologist	Musician	Newspaper Carrier
SPELLING	N	O	N	S	N	S	N	N	N	N	S	S	O	S	N	O	N	S	N	O	N	N	S	N	S
READING COMPREHENSION	O	O	S	S	N	S	N	S	S	S	S	S	O	S	N	O	S	S	S	O	N	N	S	N	N
GEOMETRY	N	S	N	O	N	N	N	O	O	N	N	N	N	N	N	N	N	N	S	N	N	N	S	N	N
ART	N	O	N	S	N	N	N	S	N	N	N	S	S	N	[illegible]	N	N	N	O	S	N	N	N	N	N
MUSIC	S	N	N	N	N	N	N	N	N	N	N	S	S	N	N	N	N	N	N	N	N	N	N	O	N
PHYSICAL SKILLS	S	N	S	N	S	S	S	S	O	N	N	S	N	N	N	N	O	N	N	N	O	N	N	S	O
ALPHABETICAL ORDER	N	S	N	N	N	N	N	N	N	N	N	S	N	N	N	O	N	N	N	O	N	N	N	N	S
GETTING ALONG WITH PEOPLE	O	S	O	O	O	O	O	S	S	O	S	O	S	S	S	S	O	O	O	O	O	S	S	S	O
MEMORIZING	O	N	S	N	S	O	S	N	N	S	S	N	N	S	N	O	S	S	S	S	N	S	S	S	S
SCIENCE	N	N	S	N	N	N	N	N	N	N	N	S	N	S	N	N	S	N	N	N	S	S	O	N	[illegible]
PENMANSHIP	N	S	N	S	N	N	N	N	S	S	N	S	N	S	N	S	N	S	N	S	N	N	S	S	S
ENGLISH COMPOSITION	N	O	N	N	N	N	N	N	N	N	N	N	O	N	N	N	N	N	N	S	N	N	N	N	N
USING REFERENCE MATERIAL	N	S	N	S	N	N	S	S	S	N	S	S	S	S	S	N	S	O	O	O	N	S	O	S	N
MAP SKILLS	N	N	O	S	N	O	N	N	N	N	N	N	N	N	N	N	O	N	N	N	N	N	O	N	O
MEASUREMENTS OF ALL KINDS	N	O	N	O	N	N	O	O	O	N	O	S	N	O	O	N	N	S	O	N	N	O	O	N	S
FOLLOWING WRITTEN OR ORAL DIRECTIONS	O	S	[illegible]	S	O	O	S	O	O	S	O	S	N	S	O	S	O	S	O	S	S	S	S	N	O
NUTRITION	N	N	N	N	N	N	S	N	N	N	O	S	S	O	N	N	N	N	N	N	N	N	N	N	N
BASIC MATH (+, -, ×, ÷)	N	S	S	S	O	S	S	O	O	O	S	S	N	S	S	N	N	S	S	S	N	S	S	N	O
CLASSIFYING	N	S	N	S	N	N	S	S	S	N	S	S	S	O	N	O	N	S	S	O	N	O	O	S	N
HISTORY	S	N	N	S	N	N	N	N	N	N	N	N	S	N	N	N	N	N	S	S	N	N	N	N	N
GEOGRAPHY	N	N	N	S	N	S	N	N	N	N	N	N	S	N	N	N	N	N	S	S	N	N	S	N	N
COUNTING	N	S	N	N	N	S	S	S	S	O	S	S	N	S	S	S	N	S	S	S	S	S	N	S	O
RECORDING AND READING NUMBERS	N	S	S	S	S	S	S	S	S	O	S	S	N	S	S	S	N	S	S	P	N	S	S	N	S
TAKING NOTES	N	N	N	S	N	N	S	S	S	N	S	N	O	S	N	N	N	S	O	S	N	N	S	S	N
VOCABULARY DEVELOPMENT	O	O	S	S	S	S	S	S	S	S	S	S	O	N	S	S	N	S	S	S	N	N	S	S	N
TYPING	N	S	N	N	N	N	N	N	N	S	N	N	O	N	N	S	N	S	S	S	S	N	S	S	S
[illegible]	N	N	N	N	N	N	N	O	O	N	N	N	N	N	N	N	N	N	N	S	S	N	S	S	S
[illegible]	N	N	N	N	N	N	N	N	N	N	N	N	N	N	O	N	N	N	S	S	S	N	S	S	S
FOOD PREPARATION	N	N	N	N	N	N	N	N	N	N	O	N	N	O	N	N	N	N	S	S	S	N	S	N	S

Use this code to fill in the chart. Choose the one that you think fits best for each item learned at school for each of the jobs.

CODE: O for often S for sometimes N for seldom (or never)

"Would You Use It?" continued

COMPETENCIES LEARNED AT SCHOOL	JOBS																			
	None	Order Clerk	Payroll Clerk	Pharmacist	Pilot (Airline)	Playwright	Proofreader	Receptionist	Reporter	Reservation Agent	Social Worker	Store Clerk (Wrapper)	Stock Clerk	Tax Accountant	Taxi Driver	Teller (Bank)	Typist (Law)	Tile Setter	Veterinarian	Wallpaper Hanger
SPELLING	S	O	O	S	S	O	O	S	O	S	S	S	S	S	S	S	S	S	S	S
READING COMPREHENSION	S	O	S	O	O	O	O	S	S	S	S	S	S	S	S	S	S	S	S	S
GEOMETRY	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	O	S	O
ART	S	S	S	S	S	S	S	S	S	S	S	O	S	S	S	S	S	S	S	S
MUSIC	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
PHYSICAL SKILLS	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
ALPHABETICAL ORDER	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
GETTING ALONG WITH PEOPLE	O	O	O	O	O	O	O	O	O	O	O	O	S	O	O	O	S	S	O	S
MEMORIZING	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
SCIENCE	O	S	S	O	S	S	S	S	S	S	S	S	S	S	S	S	S	S	O	S
PENMANSHIP	S	O	S	S	S	S	S	O	O	S	S	S	S	S	S	S	S	S	S	S
ENGLISH COMPOSITION	S	S	S	S	S	O	O	S	O	S	S	S	S	S	S	S	S	S	S	S
VISUAL REFERENCE MATERIAL	S	S	S	O	S	O	S	S	S	O	S	S	S	O	S	S	S	S	O	S
MAP SKILLS	S	S	S	S	O	S	S	S	S	O	S	S	S	S	O	S	S	S	S	S
MEASUREMENTS OF ALL KINDS	O	S	S	O	O	S	S	S	S	S	S	O	S	S	S	S	O	O	O	O
FOLLOWING WRITTEN OR ORAL DIRECTIONS	O	S	S	O	O	S	S	O	S	O	O	S	S	S	O	S	O	S	S	S
ADDITION	S	S	S	S	S	S	S	S	S	S	O	S	S	S	S	S	O	S	S	S
BASIC MATH (+, -, x, ÷)	S	O	O	O	O	S	S	S	S	O	S	S	O	O	O	O	S	S	S	O
CLASSIFYING	S	S	O	S	S	S	S	S	S	S	S	S	S	O	S	S	S	S	S	S
HISTORY	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
GEOGRAPHY	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
COUNTING	S	S	O	O	S	S	S	S	S	S	S	S	O	O	O	O	S	S	S	S
[illegible]	O	O	O	O	O	S	S	S	S	S	S	S	O	O	O	O	S	S	S	S
[illegible]	S	S	S	S	S	S	S	S	O	S	O	S	S	S	S	S	S	S	O	S
[illegible] DEVELOPMENT	S	S	S	S	S	O	S	S	O	S	S	S	S	S	S	S	S	S	S	S
[illegible]	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
[illegible]	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
[illegible]	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
[illegible]	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	O	S	S	S

CAREER GENERALIZATION:

Career development is a life-long process.

CAREER OBJECTIVE:

The student will analyze the work of different occupations and infer the different abilities, skills, and interests required for successful performance in those occupations.

PERFORMANCE OBJECTIVE:

Given an Activity Sheet, the student will categorize job description statements as true or false in relation to four (4) different occupations with 80 percent accuracy.

MATERIALS:

* Activity Sheet
* Activity Sheet Answer Key
Pen or pencil

PREPARATION:

Duplicate an Activity Sheet for each participating student. This can be a large group or learning center activity.

PROCEDURE:

Allow the students to complete the Activity Sheet and check their work against the Activity Sheet Answer Key.

Then, have them work in pairs, each pair selecting one of the occupations (doctor, teacher, homemaker, carpenter) to discuss. Each pair should study the true statements about their occupation; and from those statements, they should make a list of the skills, interests, and abilities necessary to successfully engage in that occupation.

EVALUATION:

Informally, note during the discussion the accuracy of the students' analyses of the abilities, skills, and interests that are necessary for different jobs.

5604C^2

ACTIVITY SHEET

DIRECTIONS: Read each of the following statements and mark TRUE or FALSE as it applies to each occupation.

DOCTOR	TEACHER	HOMEMAKER	CARPENTER	
				1. Is confined indoors
				2. Has high pay
				3. Requires long, expensive training
				4. Is on call day and night
				5. Has dull routine job
				6. Uses creative ideas
				7. Should like children
				8. Can only be a woman
				9. Uses a lot of math skills
				10. Must pass examination for license
				11. Must be an American citizen
				12. Has extra benefits, like trips
				13. Provides opportunities for competition
				14. Works by appointment only
				15. Will be outmoded in the future

ACTIVITY SHEET ANSWER KEY

DIRECTIONS: Read each of the following statements and mark TRUE or FALSE as it applies to each occupation.

DOCTOR	TEACHER	HOMEMAKER	CARPENTER	
TRUE	FALSE	FALSE	FALSE	1. Is confined indoors (environment)
TRUE	FALSE	FALSE	TRUE	2. Has high pay (interests)
TRUE	FALSE	FALSE	FALSE	3. Requires long, expensive training (education)
TRUE	FALSE	TRUE	FALSE	4. Is on call day and night (adaptation)
FALSE	FALSE	FALSE	TRUE	5. Has dull routine job (adaptation)
FALSE	TRUE	TRUE	TRUE	6. Uses creative ideas (special aptitudes)
FALSE	TRUE	TRUE	FALSE	7. Should like children (interests)
FALSE	FALSE	FALSE	FALSE	8. Can only be a woman (sex)
FALSE	FALSE	FALSE	TRUE	9. Uses a lot of math skills (special aptitudes)
TRUE	FALSE	FALSE	FALSE	10. Must pass examination for license (intelligence)
FALSE	FALSE	FALSE	FALSE	11. Must be an American citizen (citizenship)
TRUE	FALSE	FALSE	FALSE	12. Has extra benefits, like trips (exploration)
TRUE	FALSE	FALSE	TRUE	13. Provides opportunities for competition (job changes)
TRUE	FALSE	FALSE	TRUE	14. Works by appointment only (adaptation)
FALSE	FALSE	FALSE	FALSE	15. Will be outmoded in the future (technological changes)

CAREER GENERALIZATION:

Different occupations require different abilities, skills, and interests.

CAREER OBJECTIVE:

The student will evaluate his/her own abilities, skills, and interests in relation to different occupational opportunities.

PERFORMANCE OBJECTIVE:

The student will be able to write a job application letter, using correct form, sentence structure, punctuation, etc.

MATERIALS:

*Directions to student
*Personal Inventory sheet (2 pages)
*Letter of Application (No. 1)
*Letter of Application (No. 2)
*Form for Business Letter
Pencil and paper for letter writing

PREPARATION:

As many copies as needed of the Directions to Student sheet, the Personal Inventory, the Letter of Application (No. 1) and the Letter of Application (No. 2) should be run off.

Before introducing this unit, the Personal Inventory sheet should be discussed briefly to make sure all students understand how to use it.

Also, this activity should be used at a time when the class is studying letter writing. The form for Business Letter should be gone over together in class.

PROCEDURE:

All materials will be placed in a learning center, or this unit could be used with the whole class. Be sure the students first read and understand the sheet "Directions to Student". They then follow the steps, in order, on that sheet.

EVALUATION:

The student will be able to write a letter applying for a job, using correct letter form, sentence structure, punctuation, etc. Check the work after it is completed.

DIRECTIONS TO STUDENT

1. First fill in the Personal Inventory sheet. This is a list of your abilities and skills—things you do well and like to do. Follow the directions on the sheet.

2. Write the Letter of Application (No. 1) for practice. Your teacher may want to check this letter before you write the second one. Follow directions on the sheet.

3. Write the Letter of Application (No. 2). Follow the directions on the sheet. This letter will be handed to your teacher to be checked for correct letter form.

5604D

PERSONAL INVENTORY

You are being asked to list all the things that you do well. Write down sports, games, hobbies . . . . . . everything! Remember things you do around home, at school, with friends, with people you don't know well, with relatives, with your family, in clubs, alone, to help others, and to help yourself.

Your list could be very long. It would be difficult to list everything, but try to list as many as you can—at least 30. And remember "Little" things count.

After you have finished this list, discuss the items you have listed with 2 or 3 others in your class. Try to decide what jobs you might be good at using your list as a basis. Make a list of the jobs you think you might be able to do, then choose one of them for the Letter of Application (No. 2). Before you do the 2nd Letter of Application, practice on Letter of Application (No. 1).

Home 1.

School 2.

Friends 3.

Family 4.

Clubs 5.

Alone 6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

21.

22.

23.

24.

25.

26.

27.

28.

29.

30.

(You may list more if you wish)

LETTER OF APPLICATION (No. 1)

Write a letter applying for a job that you have either done, or feel you could do now. For example; mowing lawns, paper route, run errands, etc. You may write the letter to your parents, friends, neighbors, or an actual business. But remember, whoever you write to, this is a business letter and you are applying for a job. Also keep in mind your abilities, skills, and interests. Don't apply for a job you couldn't or wouldn't want to do.

You may follow this form in writing your letter.

Your address
city, state, zip (heading)

date

Person letter is addressed to
address (inside address block)
city, state, zip

Dear-------------- : (the salutation)

(State the exact job you are applying for)

(Describe the abilities, skills, and interests you have that would help you to do the job well)

(Mention any previous jobs you have had in this same area)

(Give one reference - someone who knows you and would speak well of you)

(Ending - let the person to whom you are writing know you will talk to him personally or send more information about yourself)

Sincerely, (closing)

(signature)

5604D

LETTER OF APPLICATION (No. 2)

Decide on a job you want to apply for and write a letter of application for that job. The place of employment can be real or imaginary, but the job must be a real one. Be sure that you think about your abilities, skills, and interests when you choose the job to apply for.

You may use the following guide for the form of your letter.

Your address
city, state, zip (heading)

date

company
address (Inside address block)
city, state, zip

Dear------------ :

(State exact job you want)

(Describe your abilities, skills, interests)

(Education and training: You may make this up)

(One reference - a person who know you and would speak well of you)

(Ending: let the employer know you will come in for an interview or send more information about yourself)

Sincerely , (closing)

Your name (signature)

FORM FOR BUSINESS LETTER

margin

your address

(heading)

city, state, zip

date

Company (or person) written to

address (inside address block)

city, state, zip

Dear---------: (The salutation)

(margin)

(State exact job you want)

(Describe your abilities, skills, interest)

(Education and training: student may make this up)

(One reference: A person who knows you and would speak well of you)

(Ending: let the employer know you will come in for an interview or send more information about yourself)

(body of letter)

(margin)

Sincerely,

(Closing)

Your name

(Signature)

CAREER GENERALIZATION:

Career development is a life-long process.

CAREER OBJECTIVE:

The student will identify the determinants of career development.

PERFORMANCE OBJECTIVE:

Given a copy of the Career Determinants crossword puzzle, the student will identify with 90 percent accuracy the terms describing factors that determine a person's career.

MATERIALS:

*Crossword puzzle--"Career Determinants"
*Crossword puzzle answer key
*Word List
Pen or ballpoint

PREPARATION:

Duplicate a puzzle for each student participating in the activity. Hold a preliminary discussion to explain what determinants are and how they affect peoples' lives.

PROCEDURE:

Distribute crossword puzzles or place them in a learning center. Go over the directions briefly and have students proceed on their own. Instruct students to check their work against the Answer Key.

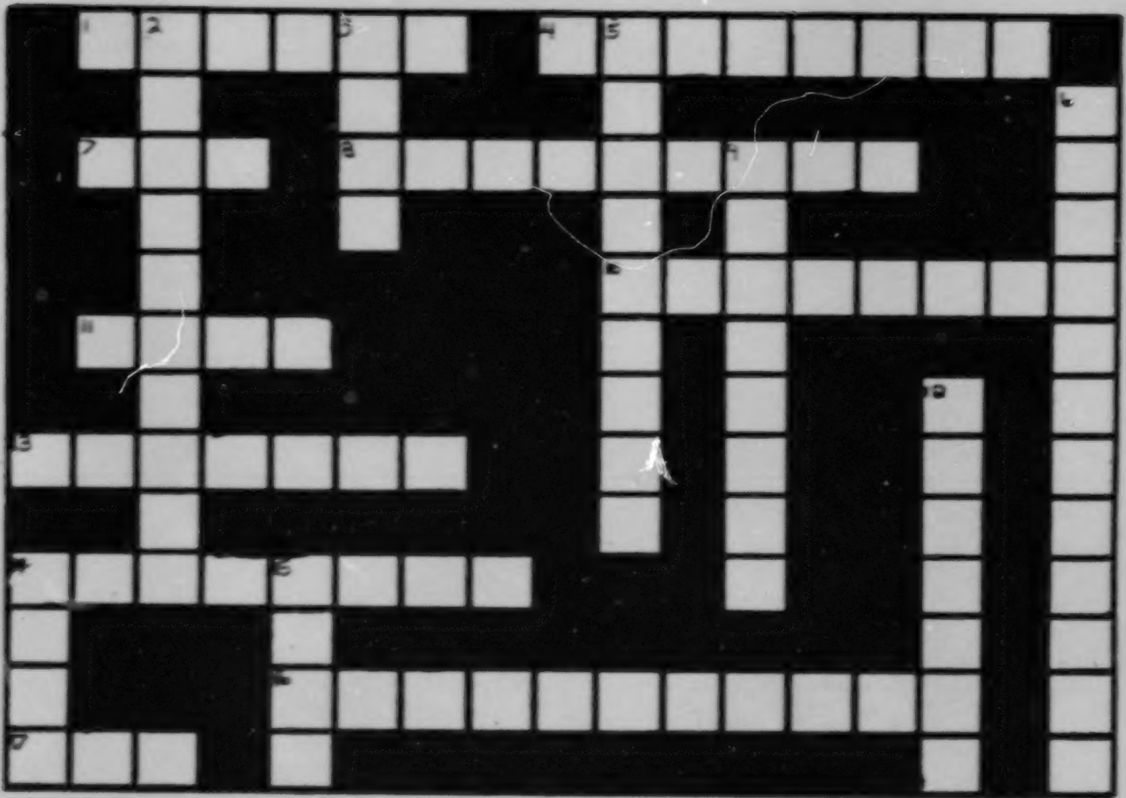
EVALUATION:

Informally, check the students' work. Discuss their understandings of the terms in the crossword puzzle and the impact of the determinants on peoples' careers.

CAREER DETERMINANTS

5605A

As an individual follows a specfic career path, certain things will determine its direction. Complete the following puzzle to identify some of these determinants.



ACROSS

1. People you live with
4. Faith, system of beliefs
7. Armed conflict between nations
8. A town or city
10. A natural ability; talent
11. People with common characteristics
13. To do well; a skill
14. Money
16. Surroundings
17. Male or female

DOWN

2. Making adjustment
3. Good fortune
5. Formal and informal instruction
6. Capacity to learn
9. Attraction
12. Average condition of weather
14. Passing practice
15. A necessity

CAREER DETERMINANTS ANSWER KEY

As an individual follows a specfic career path, certain things will determine its direction. Complete the following puzzle to identify some of these determinants.

	F	A	M	I	L	Y		R	E	L	I	G	I	O	N	
		D			U				D							I
	W	A	R		C	O	M	M	U	N	I	T	Y			N
		P			K				C		N					T
		T							A	P	T	I	T	U	D	E
	R	A	C	E					T		E					L
		T							I		R			C		L
A	B	I	L	I	T	Y			O		E			L		I
		O							N		S			I		G
F	I	N	A	N	C	E	S				T			M		E
A				E										A		N
D				E	N	V	I	R	O	N	M	E	N	T		C
S	E	X		D										E		E

ACROSS

1. People you live with
4. Faith, system of beliefs
7. Armed conflict between nations
8. A town or city
10. A natural ability; talent
11. People with common characteristics
13. To do well; a skill
14. Money
16. Surroundings
17. Male or female

DOWN

2. Making adjustment
3. Good fortune
5. Formal and informal instruction
6. Capacity to learn
9. Attraction
12. Average condition of weather
14. Passing practice
15. A necessity

WORD LIST

Chose your answers from the following words:

Family

Religion

War

Community

Race

Aptitude

Ability

Finances

Sex

Environment

Adaptation

Luck

Education

Interest

Climate

Intelligence

Fads

Need

CAREER GENERALIZATION:

Career development is a life-long process.

CAREER OBJECTIVE:

The student will compare and contrast the abilities, skills, and interests required for different occupations.

PERFORMANCE OBJECTIVE:

Given a worksheet, the student will be able to match worker names with worker activities with 90 percent accuracy.

MATERIALS:

* Job cards--17
* Job characteristic cards--17
* Game directions
* Game Answer Key
* Evaluation matching sheet

PREPARATION:

Cut out cards along the lines, laminate, and place in a learning center along with the directions.

Identify and discuss all words and phrases that may be new to your students before they play the game.

PROCEDURE:

Allow 3-5 students at a time to play the game. After they have played one or several rounds, give them the Evaluation Matching Sheet to work.

EVALUATION:

Informally, check the students' Evaluation Matching Sheets. If they do not match items with 90 percent accuracy, have them play the card game again.

JOBS 5605B

5605B FARMER	5605B TEACHER	5605B PLUMBER
5605B SECRETARY	5605B LIBRARIAN	5605B RADIO ANNOUNCER
5605B NIGHT WATCHMAN	5605B AIRLINE HOSTESS/HOST	5605B BANK TELLER
5605B WAITRESS/WAITER	5605B DOCTOR	5605B NEWS REPORTER

56058 MACHINIST	56058 VETERINARIAN	56058 SALESPERSON
56058 LIFEGUARD	56058 LAWN WORKER	

JOB CHARACTERISTICS 5605B

5605B WORKS OUTDOORS	5605B WORKS WITH A TYPEWRITER	5605B WORKS WITH ANIMALS
5605B WORKS WITH A MACHINE	5605B WORKS WITH HANDS AND GETS DIRTY MOST OF THE TIME	5605B WORKS IN A CLASSROOM
5605B WORKS ALONE	5605B WORKS WITH BOOKS	5605B WORKS WITH MICROPHONES
5605B SELLS THINGS	5605B HANDLES MONEY	5605B IS ON CALL DAY AND NIGHT

5605B WORKS ALL HOURS DURING CERTAIN SEASONS	5605B WORKS ON AN AIRPLANE	5605B SERVES FOOD TO PEOPLE
5605B TRAVELS, GATHERS INFORMATION, AND MAKES REPORTS	5605B WORKS IN AND NEAR WATER	

DIRECTIONS FOR PLAYING THE CARD GAME

1. Shuffle cards thoroughly and deal them out to all the players.

2. He/She places any and all matching pairs (workers and characteristics) in his hand on the table, face up.

3. He/She then takes a card from the player's hand to his right. If it matches a card in his hand, he puts the pair on the table.

4. The player to the dealer's left then follows the same procedure; i.e., placing any matching pairs from his hand on the table and drawing one card from the player to his left.

5. The game proceeds until one player has matched all of the cards in his/her hand.

6. If, during the game, players are uncertain of the correctness of a match, they may check the Card Game Key.

Game Answer Key

1. Farmer - works all hours during certain seasons
2. Teacher - works in a classroom
3. Plumber - works with hands and gets dirty most of the time
4. Secretary - works with a typewriter
5. Librarian - works with books
6. Radio Announcer - works with microphones
7. Machinist - works with a machine
8. Airline Hostess/Host - works on an airplane
9. Bank Teller - handles money
10. Waitress/Waiter - serves food to people
11. Doctor - is on call day and night
12. News Reporter - travels, gathers information, and makes reports
13. Veterinarian - works with animals
14. Salesperson - sells things
15. Lifeguard - works in and near water
16. Night Watchman - works alone
17. Lawn Worker - works outdoors

EVALUATION SHEET

DIRECTIONS: Match one of the jobs on the left with one of the job characteristics on the right.

1. Farmer
2. Teacher
3. Plumber
4. Secretary
5. Librarian
6. Radio Announcer
7. Machinist
8. Airline Host/Hostess
9. Bank Teller
10. Waitress/Waiter
11. Doctor
12. News Reporter
13. Veterinarian
14. Salesperson
15. Lifeguard
16. Night Watchman
17. Lawn Worker

__________ Works with typewriter

__________ Handles money

__________ Serves food to people

__________ Is on call day and night

__________ Sells things

__________ Works with animals

__________ Works in and near water

__________ Works outdoors

__________ Works alone

__________ Works on an airplane

__________ Works with a machine

__________ Works with microphones

__________ Works with books

__________ Works with hands, gets dirty most of the time

__________ Works in a classroom

__________ Works all hours during certain seasons

__________ Travels, gathers information, makes reports

CAREER GENERALIZATION:

Career development is a life-long process.

CAREER OBJECTIVE:

The student will evaluate and select the determinants that will positively affect his/her own career path.

PERFORMANCE OBJECTIVE:

Given a worksheet, the student will rank order the reasons he/she would select particular work.

MATERIALS:

* Worksheet - "Reasons to Choose Work"
Pencils

PREPARATION:

Reproduce as many copies as needed of the worksheet. Have a discussion on why people choose their kind of work pointing out different interests, abilities, values, training, etc.

PROCEDURE:

After the discussion, students may be given the worksheet activity in a learning center or for independent work as a group.

EVALUATION:

Check the work done by the students and listen to his/her reason for ranking the way he/she did.

REASONS TO CHOOSE WORK

DIRECTIONS: Below are some reasons some people choose their work. Look over the reasons and number them in order of their importance to you.

__________ Pay is good.

__________ Meeting or helping people

__________ Not confined indoors

__________ Have extra benefits, like trips

__________ Feel I am bettering myself

__________ Had an interest in this job field since childhood

__________ Free to work as I choose

__________ Work makes me happy.

__________ Want the things money can buy

__________ Good working conditions

__________ Enjoy the work

__________ A chance to work my way up to get promotions

CAREER GENERALIZATION:

Each person is valuable and can be a worthwhile worker.

CAREER OBJECTIVE:

The student will identify the positive contributions made by himself/herself and/or others in a given work setting.

PERFORMANCE OBJECTIVE:

Given ten problem situations in work settings, the student will identify the positive contributions made by various workers, including himself when appropriate.

MATERIALS:

*Activity Sheet
Pencils for each student

PREPARATION:

The activity sheets are designed for use with a small or large number of students. It is recommended that a child compare his answers with a partner after completion. Reproduce enough activity sheets for each child.

PROCEDURE:

Each student should complete the activity sheet individually, following the directions. Then the child should compare and discuss his responses with a partner. The teacher should recognize that there is no one correct answer, so any reasonable answer is acceptable. The teacher may wish to discuss various alternatives to the problems if a student is concerned about his response.

EVALUATION:

To evaluate the activity, each student will compare and discuss his responses with a partner. The very last question on the activity sheet should be compared among students. This question should be checked by the teacher.

If a student has recorded little or no involvement in the solution of the problem situations, he/she should be asked to suggest consequences of this action.

Example:

No involvement was suggested by student on situation number 4. He/she suggested mother and father.

Possible questions for student: a) What happens at your house if mother or father always has to carry out the trash? b) How would they feel if they were the only ones who ever carried out the trash?

ACTIVITY SHEET

Your family and you work together with workers in the community to keep your household operating smoothly. Under each situation or problem that a family member encounters, list the worker(s) (family members and yourself should be included) and their contributions which would help solve the problem.

You may list one, two, or more workers if you wish. Write your contributions in detail. Use two or three lines.

1. Your mother and father want to buy a house.

Worker(s) ______________________ ______________________

Contributions(s) ____

____

____

2. Mother needs more electrical outlets in the kitchen.

Worker(s) ______________________ ______________________

Contribution(s) ____

____

____

3. After working hard all day, your family decides to eat out at a nice restaurant.

Worker(s) ______________________ ______________________

Contribution(s) ____

____

____

4. The wastebaskets are all full after cleaning out the house.

Worker(s) ______________________ ______________________

Contribution(s) ____

____

____

5. Mother wants to redecorate the walls and floor of the living room.

Worker(s) ______________________ ______________________

Contribution(s) ____

____

____

6. The car is dirty inside and out.

Worker(s) ______________________ ______________________

Contribution(s) ______________________ ______________________

____

____

7. Father notices a leak in a bathroom water pipe. Water ran over the entire floor.

Worker(s) ______________________ ______________________

Contribution(s) ______________________ ______________________

____

____

8. The backyard lawn is overgrown with weeds and grass.

Worker(s) ______________________ ______________________

Contribution(s) ______________________ ______________________

____

____

9. Father discovers termites in the basement walls.

Worker(s) ______________________ ______________________

Contributions(s) ______________________ ______________________

____

____

10. Everyone agrees that the basement needs more shelves for storage.

Worker(s) ______________________ ______________________

Contribution(s) ____

____

____

When you are finished, compare your answers with a partner. Any reasonable answers you write are acceptable.

In how many situations did you name yourself as a worker making a contribution?

____

CAREER GENERALIZATION:

Each person is valuable and can be a worthwhile worker.

CAREER OBJECTIVE:

The student will analyze, in a given work setting, the variety of contributions made by all individuals involved.

PERFORMANCE OBJECTIVE:

The student will write a paper telling how a school would be different without one of the workers.

MATERIALS:

*List of school workers
*Interview form
Paper and pencil

PREPARATION:

Reproduce as many copies as needed of the School Workers List and the Interview Form.

PROCEDURE:

Students will need to work in groups of 4 or 5 to do interviews. Using the interview form, someone in the group is responsible for interviewing each person in their school from the School Workers List.** After all interviews are completed, the group should meet and discuss the various contributions made to the school by each of the workers. At this point the teacher may want an oral report to the rest of the class from each group. As a culmination to this activity, each student is to pick one worker from the list and write a paper on how the school would be different without that worker.

EVALUATION:

Check the papers the students write.

**If there are additional workers in your school, you may add them to the list.

LIST OF WORKERS

Classroom Aides

Classroom Teachers

Counselor

Custodian

Librarian

Lunchroom Aides

Music Teacher(s)

Nurse

P.E. Teacher

Principal

Reading Teacher

Secretary

Speech Therapist

Your name______________________________

INTERVIEW FORM

Name of person interviewed? ____

What is his/her job? ____

What are the main duties of his/her job? ______________________________________

____

____

How does he/she contribute to the students in the school? ____________________

____

____

How does he/she contribute to other workers in the school? ____________________

____

____

How does he/she contribute to the parents of students in the school? __________

____

____

What kind of special education and/or training did he/she have? ______________

____

Any additional information about this person that you think is important? _____

____

____

____

____

CAREER GENERALIZATION:

Every occupation contributes to society.

CAREER OBJECTIVE:

The student will identify the contributions of different occupations to society.

PERFORMANCE OBJECTIVE:

Given a contribution made by a specific occupation to society, the student will be able to identify that occupation with 80% accuracy.

MATERIALS:

*Game Board for Contribution
*Contribution Cards (7 sets, 35 cards)
*Point Cards
*Answer Key

PREPARATION:

The game is designed for three players. Place the materials in in a learning center.

PROCEDURE:

Explain the directions to the students.

EVALUATION:

The student should complete the game activity with 80% accuracy. If he does not achieve this, he shoould play again or engage in a similar activity.

PLAYING THE GAME

1. Two players and one MC are needed.

2. Choose six cluster categories you wish to learn about.

3. For each category you have chosen, there is a corresponding set of Contribution Cards.

4. Arrange these cards vertically on the Game Board starting with the Cluster Card and then the Contribution Cards are placed below with ten-point cards on the top row, and the fifty-point cards on the bottom row. Arrange the corresponding Number Cards over each Contribution Card. The numbers indicate the points to be earned.

5. Game begins when one player names a cluster category and the number of points he wishes to earn. The ten-point questions are easiest and the fifty-point cards are the most difficult.

6. After the palyers call his category and points, the MC lifts the Number Card revealing the contribution, and reads this to the player.

7. The player then answers with a question indicating the job related to the contribution.

   Example:

   Player Response:

   What is a telephone repairman?

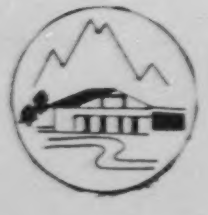
   Repairs and installs telephone equipment

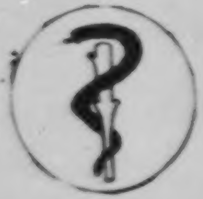
8. If the player answers correctly, he earns the number of points on the Contribution Card.

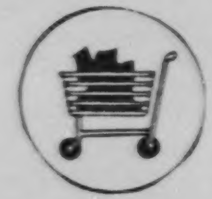
9. If he misses, his opponent can state the question and earn the points.

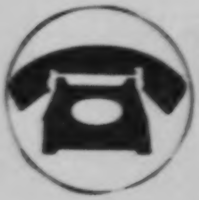
10. The MC may consult the Answer Key if a question arises.

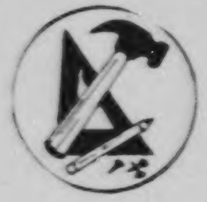
11. Player with the most points wins after Game Board is cleared of cards.

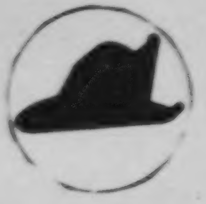


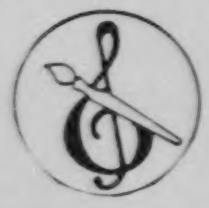


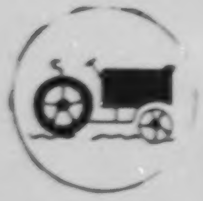


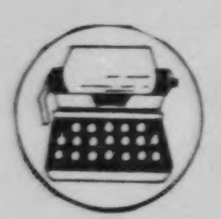


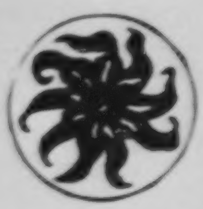


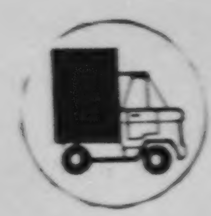


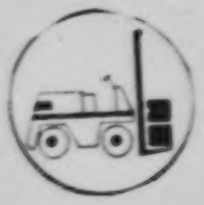


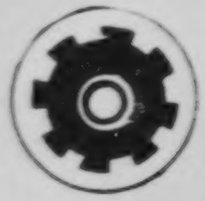


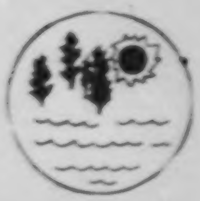


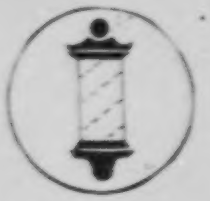












10 HELPS TO PRESERVE OUR NATIONAL RECREATION AREAS AND PREVENT FOREST FIRES	1 0
20 MAKES CERTAIN THAT HUNTERS AND OTHER SPORTSMEN ARE FOLLOWING STATE LAWS	2 0
30 INSURES THE SUPPLY OF FRESH DRINKING WATER FOR THE PUBLIC	3 0
40 RECORDS MOVEMENTS OF THE EARTH'S CRUST (EARTHQUAKES) TO INSURE PUBLIC SAFETY	4 0
50 PREPARES LONG-RANGE PLANS FOR THE DEVELOPMENT OF MODERN CITIES AND TRANSPORATION SYSTEMS	5 0

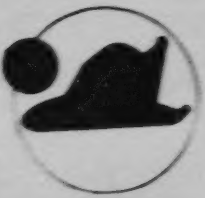
10	ENABLES PEOPLE TO ENJOY CLEAN TEETH AND HEALTHY GUMS	1 0
20	HELPS THE PUBLIC BY CURING ILLNESS AND PRESCRIBING PREVENTATIVE DRUGS	2 0
30	PREPARES DRUG COMPOUNDS FOR CURE OF DISEASE.	3 0
40	PRESCRIBES THE CURE OF ANIMAL ILLNESSES	4 0
50	PREPARES A PATIENT FOR AN OPERATION SO THAT THE PATIENT WILL NOT FEEL PAIN	5 0

10	BUILDS HOMES USING THE TOOLS OF HIS TRADE	1 0
20	INTRODUCED STONE AS A BUILDING MATERIAL FOR HOMES	2 0
30	SELLS HIS SERVICES IN SUPERVISING THE BUILDING OF OFFICES AND HOMES	3 0
40	DRAWS PRELIMINARY PLANS FOR BUILDINGS AND OTHER STRUCTURES	4 0
50	PERIODICALLY CHECKS TO SEE THAT LIVING STRUCTURES ARE SAFE FOR OCCUPANCY	5 0

IS RESPONSIBLE FOR KEEPING A HOME NEAT AND TIDY, AND TO PREPARE NOURISHING MEALS	10	1 0
PREPARES DOUGH MIXTURE INTO SALEABLE PASTRIES FOR PUBLIC CONSUMPTION	20	2 0
CUTS AND SEWS CLOTH IN THE FORM OF DRESSES FOR PUBLIC SALE.	30	3 0
CONSULTS WITH HOME-OWNERS ABOUT THE FURNITURE, DRAPES, AND CARPETING NECESSARY FOR AN ATTRACTIVE HOME	40	4 0
ADVISES PARENTS ON PROPER CARE OF CHILDREN IN THE HOME	50	5 0

10	RELATES THE EVENTS OF THE DAY TO THE PUBLIC	1 0
20	WRITES AND RESEARCHES THE EVENTS OF THE DAY AND RELAYS THIS TO THE PUBLIC	2 0
30	WRITES INFORMATIVE ARTICLES ON CURRENT-EVENTS FOR A NEWSPAPER	3 0
40	OPERATES A WIRELESS MACHINE WHICH TRANSMITS MESSAGES	4 0
50	PREPARES PICTURES OF CONSUMER PRODUCTS USED IN ADVERTISING	5 0

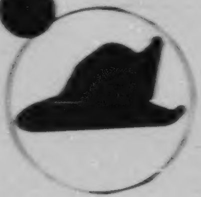
10



SUPERVISES PUBLIC SWIMMING AREAS

1 0

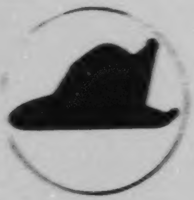
20



INTERPRETS THE LAWS TO THE PUBLIC AND REPRESENTS THEM IN LEGAL AFFAIRS

2 0

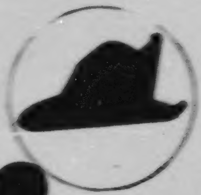
30



REPRESENTS THE PEOPLE OF THE CITY IN MAKING DECISIONS CONCERNING PUBLIC GOOD

3 0

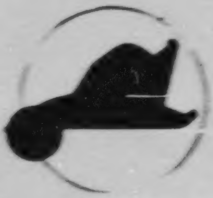
40



ADVISES THE PUBLIC ON FAMILY PROBLEMS AND FAMILY PLANNING

4 0

50



CHECKS AUTOS FOR NEEDED MAINTENANCE, AND SAFETY FEATURES

5 0

PROVIDES ENTERTAINMENT IN PERFORMING ON TELEVISION AND ON THE MOVIE SCREEN	10	1 0
ADVISES ACTORS AND ACTRESSES ON THE TYPES OF ROLES THEY ARE PLAYING	20	2 0
WRITES MUSIC FOR PUBLIC ENJOYMENT	30	3 0
WRITES WORDS FOR SONGS TO BE SUNG	40	4 0
PLANS DANCE ROUTINES FOR PERFORMERS	50	5 0

10	SPECIALIZES IN THE RAISING OF CATTLE FOR CONSUMER USE	1 0
20	OPERATES A MACHINE WHICH CUTS GRAIN CROPS FOR FOOD	2 0
30	WITH THE USE OF A SMALL PLANE AND INSECTICIDES, PREVENTS THE SPREAD OF INSECTS HARMFUL TO GRAIN CROPS	3 0
40	CHECKS THE SIZE AND QUALITY OF EGGS	4 0
50	STUDIES SOILS FOR SUBSTANCES PRODUCTIVE TO PLANT GROWTH	5 0

10 RESPONSIBLE FOR ALL MERCHANDISE AND PRODUCTS RECEIVED AND SHIPPED OUT OF A WAREHOUSE	1 0
20 DRIVES A PANEL OR LIGHT TRUCK OVER AN ASSIGNED ROUTE, SELLING OR TAKING GOODS TO BUSINESSES	2 0
30 OVERSEES OR COORDINATES ACTIVITIES OF WORKERS WITHIN A DEPARTMENT OR STORE	3 0
40 EXAMINES CLOSELY ITEMS THAT ARE MANUFACTURED TO MAKE SURE THAT THEY OPERATE PROPERLY	4 0
50 ASSEMBLES AND ANALYSES INFORMATION NEEDED FOR EFFECTIVE ADVERTISING PROGRAM	5 0

10

DRIVES VEHICLE WHICH
DISTRIBUTES GOODS TO
THE CONSUMER

1 0

20

PROVIDES PRIVATE
TRANSPORTATION FOR
INDIVIDUALS WITHIN
THE CITY

2 0

30

OPERATES RADIO DEVICE
WHICH COMMUNICATES
WITH PERSONS AWAY
FROM A BUSINESS

3 0

40

IS RESPONSIBLE FOR
LOADING CARGO ON SHIPS
WHICH CARRY GOODS TO
OTHER CITIES

4 0

50

PLOTS THE ROUTE
OF A SHIP OR PLANE
TO INSURE A STRAIGHT
COURSE

5 0

	1D GREETS PEOPLE COMING TO AN OFFICE AND INFORMS OTHERS AS TO THEIR ARRIVAL	1 D
	2D IS RESPONSIBLE FOR KEEPING OFFICE RECORDS IN CORRECT ORDER	2 D
	3D FEEDS INFORMATION INTO A MACHINE WHICH PRODUCES A SOLUTION OR ADDITIONAL INFORMATION	3 D
	4D SUPERVISES THE BUYING AND SELLING OF SHARES IN A BUSINESS	4 D
	5D IS RESPONSIBLE FOR THE KEEPING OF FINANCIAL RECORDS AND CORPORATE SPENDING	5 D

	10 EXPLORES UNDERWATER DEPTHS FOR ENJOYMENT AND SCIENTIFIC DISCOVERIES	10
	20 RAISES FRESWHATER FISH FOR CONSUMER USE	20
	30 STUDIES MARINE LIFE	30
	40 STUDIES THE OCEAN FLOOR FOR PLANT AND ANIMAL LIFE, CURRENTS, AND ROCK FORMATIONS	40
	50 STUDIES MICROSCOPIC ORGANISMS HELPFUL AND HARMFUL TO MAN	50

10 JOINS TWO METAL PARTS TOGETHER USING HEATED METAL WHICH MAKES THE TWO PARTS ONE	1 0
20 OPERATES A MACHING WHICH CUTS PIECES OF METAL INTO MACHINE PARTS	2 0
30 MAKES THE PATTERN FOR A MACHINE TO FOLLOW IN MAKING A PRODUCT	3 0
40 PREPARES GLASS PIECES INTO EYEGLASS lenses	4 0
50 SUPERVISES THE OUTPUT OF A PARTICULAR MANUFACTURING FIRM AND SEES THAT QUOTAS ARE MET	5 0

10	SERVES FOOD ITEMS TO CONSUMER FOR A PARTICULAR MEAL	1 0
20	SUPERVISES THE OPERATIONS IN A COMMERCIAL TEMPORARY LIVING UNIT	2 0
30	OPERATES MACHINE WHICH TRANSPORTS SKIERS TO THE TOP OF THE SLOPE	3 0
40	IS RESPONSIBLE TO BRING FOOD ITEMS FOR A MEAL TO A PARTICULAR LOCATION	4 0
50	IS HIGHLY SKILLED IN THE PROPER RIDING OF A HORSE	5 0

10

FASHIONS WOMEN'S HAIR
STYLES AND ADVISES
THEM AS TO THE PROPER
CARE FOR HAIR

1 0

20

ADVISES PEOPLE AS TO
THEIR SPIRITUAL NEEDS

2 0

30

COUNSELS COUPLES WHEN
FAMILY PROBLEMS ARISE

3 0

40

INSURES THE SAFETY OF
IMPORTANT PUBLIC FIGURES

4 0

50

PREPARES THE DEAD
FOR BURIAL AND
COORDINATES THE LAST
RITES

5 0

ANSWER KEY

ALL RESPONSES BEGIN "WHAT IS A . . . . . . ?"

I. Environment

10 pt - forest ranger
20 pt - game warden or fish & wild life assistant
30 pt - water tester
40 pt - seismologist
50 pt - city planner

II. Health

10 pt - dentist
20 pt - physician
30 pt - pharmacist
40 pt - veterinarian
50 pt - anesthetist

III. Consumer and HomeMaking

10 pt - homemaker
20 pt - baker
30 pt - dressmaker
40 pt - interior decorator
50 pt - child counselor

IV. Communication and Media

10 pt - newscaster
20 pt - reporter
30 pt - journalist
40 pt - telegrapher
50 pt - commercial artist

V. Construction

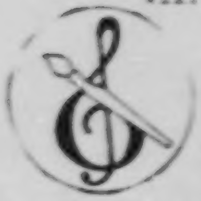
10 pt - carpenter
20 pt - mason
30 pt - building contractor
40 pt - draftsman
50 pt - inspector

VI. Public Service

10 pt - lifeguard
20 pt - lawyer
30 pt - city commissioner
40 pt - social worker
50 pt - vehicle inspector

ANSWER KEY

VII. Fine Arts and Humanities



10 pt - actor/actress
20 pt - director
30 pt - composer
40 pt - lyricist
50 pt - choreographer

VIII. Agricultural Business and Natural Resources

10 pt - rancher
20 pt - combine operator
30 pt - crop duster
40 pt - egg grader
50 pt - agronomist

IX. Business and Office

10 pt - receptionist
20 pt - file clerk
30 pt - computer programmer
40 pt - stockbroker
50 pt - accountant

X. Marine Science

10 pt - skin diver
20 pt - fish farmer
30 pt - marine biologist
40 pt - oceanographer
50 pt - bacteriologist

XI. Transportation

10 pt - truck driver
20 pt - taxi driver
30 pt - dispatcher
40 pt - shoresman
50 pt - navigator

XII. Marketing and Distribution

10 pt - warehouseman
20 pt - deliveryman
30 pt - floor manager
40 pt - inspector
50 pt - research director

ANSWER KEY

XIII. Manufacturing

10 pt - welder
20 pt - lathe operator
30 pt - tool and dye maker
40 pt - lens grinder
50 pt - production manager

XIV. Hospilality and Recreation

10 pt - waitress/er
20 pt - hotel manager
30 pt - ski life operator
40 pt - caterer
50 pt - equestrian

XV. Personal Services

10 pt - cosmotologist
20 pt - minister
30 pt - marriage counselor
40 pt - body guard
50 pt - mortician

CAREER GENERALIZATION:

Every occupation contributes to society.

CAREER OBJECTIVE:

The student will compare and contrast the contributions made by different occupations to society.

PERFORMANCE OBJECTIVE:

Given a list of contributions made to society by various occupations, the student will determine whether the contribution is related to people, things or ideas, with 80% accuracy.

MATERIALS:

*Contribution Cards (from Contribution Game)
*Categorizing Sheet
*Answer Key

PREPARATION:

Reproduce a Categorizing Sheet for each participating student.

PROCEDURE:

This activity is designed for independent work or as a small group activity.

The student(s) is to read each Contribution Card and decide whether the contribution is related to people, things, or ideas.

He then places the card under the proper heading. An Answer Key is provided.

EVALUATION:

The student should classify the contribution with 80% accuracy. If this is not achieved, the student should discuss incorrect responses with a small group or the teacher, and then attempt to classify the contribution again.

CATEGORIZING SHEET

Using the sets of Contribution Cards not being used to play CONTRIBUTION, you are to read each Contribution Card and decide whether the contribution is related to people, things, ideas.

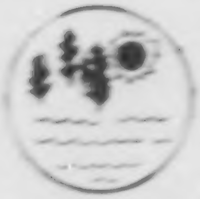
Then you are to place the card under the appropriate heading below. If you cannot make a decision, save the card and discuss it with your teacher when you have finished the activity.

PEOPLE

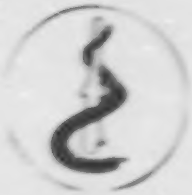
THINGS

IDEAS

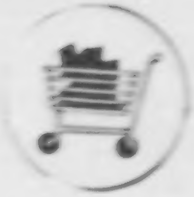
ANSWER KEY



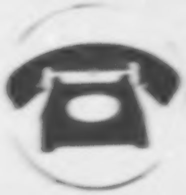
10 - things
20 - people
30 - things
40 - things
50 - ideas



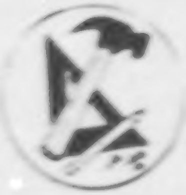
10 - things
20 - things, ideas, people
30 - things
40 - things
50 - things



10 - things
20 - things
30 - people, things
40 - things, people
50 - people

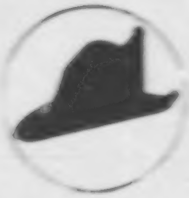


10 - ideas, people
20 - ideas, people
30 - ideas, people
40 - ideas
50 - things, ideas

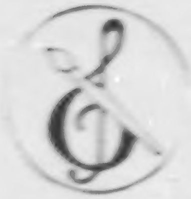


10 - things
20 - things
30 - things
40 - ideas, things
50 - things

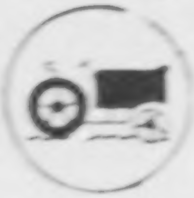
ANSWER KEY



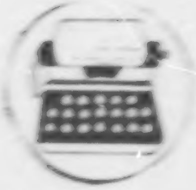
10 - people
20 - people, ideas
30 - people, ideas
40 - people
50 - things



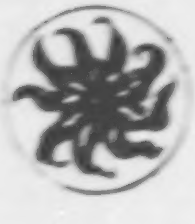
10 - people, ideas
20 - people
30 - ideas
40 - ideas
50 - people, ideas



10 - things
20 - things
30 - things
40 - things
50 - things



10 - people
20 - things
30 - things
40 - things
50 - things

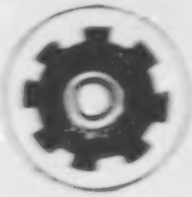


10 - things
20 - things
30 - things
40 - ideas, things
50 - things, ideas

ANSWER KEY

1D - things
2D - people
3D - things
4D - things
5D - things

1D - things
2D - things
3D - people
4D - things
5D - ideas



1D - things
2D - things
3D - things
4D - things
5D - things

1D - people
2D - people
3D - things, people
4D - things
5D - people

1D - people
2D - people
3D - people
4D - people
5D - people

Social Studies: Interdependence (workers)

5607C

CAREER GENERALIZATION:

Every occupation contributes to society.

CAREER OBJECTIVE:

The student will analyze the contributions made to our society by specializations within our economy.

PERFORMANCE OBJECTIVE:

Given a list of contributions made to our society, the student will be able to analyze and relate these contributions to specializations within our economy with 80% accuracy.

MATERIALS:

*Activity Sheet "Contribution Clips"

PREPARATION:

Reproduce enough copies for each participating student.

PROCEDURE:

The student is to study the ten headlines of contributions made to our society on the Activity Sheet. Of the ten headlines, the student is to list the numbers of the headlines which he considers a result of a specialized occupation (all may be listed).

After each number, he is to name one occupation which is partially responsible for each contribution.

Each student will then compare his answers with others in small group discussions. The teacher should discuss the answers with each group.

Then the student is to name other occupations which might be considered specialized.

EVALUATION:

If student cannot complete the Activity Sheet, further discussion is necessary.

ACTIVITY SHEET: CONTRIBUTION CLIPS

I. Study the list of newspaper headlines below:

1. Hallucinogenic Drugs Used in Treating Mental Illness.
2. Pocket-size Calculators Make Mathematics Less Time Consuming.
3. Heart Transplants Save Many Lives.
4. Space-rendevous with Russians in 1975.
5. Electric Power Plants Use Nuclear Energy.
6. Modern Farming Methods Increase Crop Yield.
7. Fire-proof Clothing Saves Lives of Children.
8. Four-day Work Week Provides More Leisure Time.
9. Factory Output Increased by Modern Machinery.
10. Minimum Wage Increase to $2.00 an Hour.

II. Of the ten headlines, which would you consider to be a result of a specialized occupation?

Place the numbers of these headlines indicating specialized occupations on the short lines below:

__________ ______________________________

__________ ______________________________

__________ ______________________________

__________ ______________________________

__________ ______________________________

__________ ______________________________

__________ ______________________________

__________ ______________________________

III. On the lines following each number, write the name of one occupation which is partially responsible for each contribution.

IV. Compare your answers with those made by your group members. Did you make the same choices?

V. Discuss with your teacher the answers your group have made.

VI. Name other occupations which might be considered a specialization. Could all jobs be considered specialized in some way? Explain.

CAREER GENERALIZATION:

Every occupation contributes to society.

CAREER OBJECTIVE:

The student will evaluate which occupation would be needed to achieve certain objectives.

PERFORMANCE OBJECTIVE:

Given an objective or goal to be achieved in our society, the student will evaluate which occupations are needed to achieve it, and name these occupations with 80% accuracy.

MATERIALS:

Activity 1

*Game Board for Wallie Helps The World
*Worker Cards
*Answer Key

Activity 2

*Activity Sheet "Let's Think"
*Cards

PREPARATION:

Laminate the Game Board if desired. Reproduce enough copies of Activity Sheet "Let's Think" for each participating student.

PROCEDURE:

Activity 1 - Wallie Helps The World

Wallie the Worker helps the world meet its goals or objectives. Different Wallies are needed for different goals. Here is a game to help you learn which Wallies are needed for some of these objectives.

Three players are needed for this activity. Deal five cards to each player. The remaining cards are placed face down at the top of the game board with the top card showing.

Play begins when one player reads the objectives on the Game Board and studies his cards to see if one of the occupations on his cards are needed to achieve that objective. He then plays the card to the right of the objective.

If a player challenges another's choice and is found to be correct, the other player must draw one card from the stack.

Correct answers can be found on the answer sheet.

If a player cannot play his cards on any objective, he may use the up-turned card at the top of the game board. If the player still cannot play, he can turn another card over from the stack until he can. He must trade one of his cards for the one from the stack which he has used.

Activity 2 - Let's Think

When Activity 1 is completed use the cards not having an objective on the board for the following activity.

I. List the names of the jobs on the cards you did not use in Activity 1.

____________________ ______________________________________

____________________ ______________________________________

____________________ ______________________________________

____________________ ______________________________________

____________________ ______________________________________

____________________ ______________________________________

____________________ ______________________________________

____________________ ______________________________________

____________________ ______________________________________

____________________ ______________________________________

____________________ ______________________________________

____________________ ______________________________________

____________________ ______________________________________

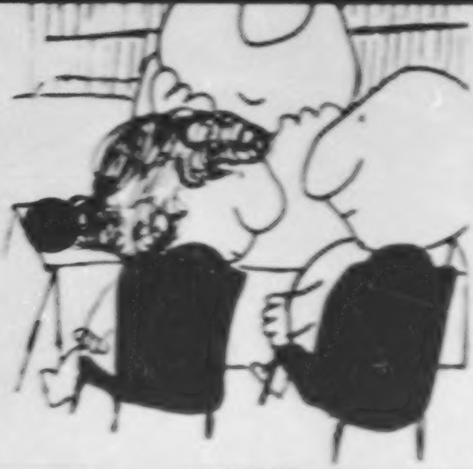
II. On the line to the right of each job title, write a contribution related to that career.

EVALUATION:

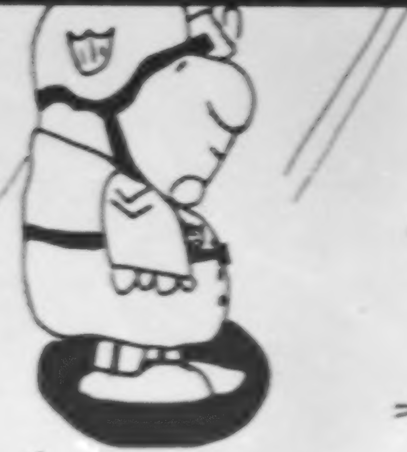
The students should complete activity 1 with 80% accuracy before beginning Activity 2. If the student does not answer correctly with 80%, he should complete 12 of the 15 responses in Activity 2.

WALLIE
HELPS THE WORLD

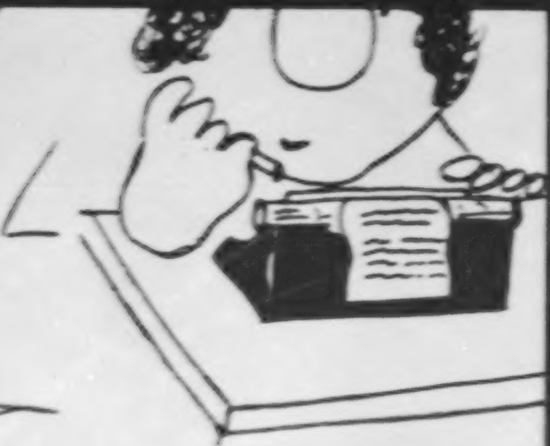
OBJECTIVE: To develop new methods of treating and curing human illness.					
OBJECTIVE: To provide safe living quarters for all people.					
OBJECTIVE: To interpret the laws of society.					
OBJECTIVE: To help all of society achieve a better way of life.					
OBJECTIVE: To maintain a sa safe water supply for drinking and recreation.					



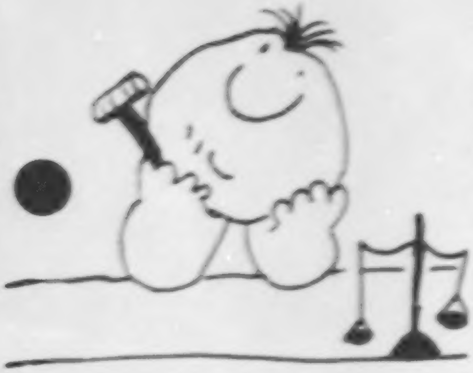
LAWYER 5607D



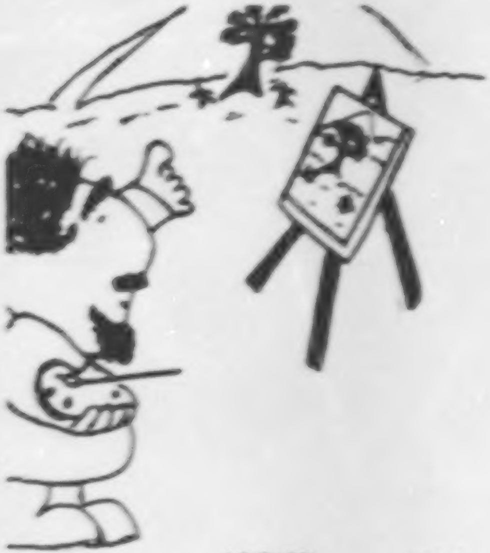
TRAFFIC OFFICER 5607D



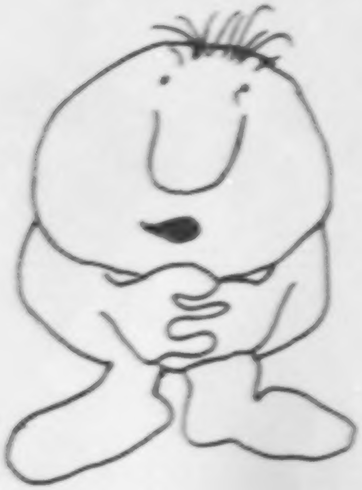
LEGAL SECRETARY 5607D



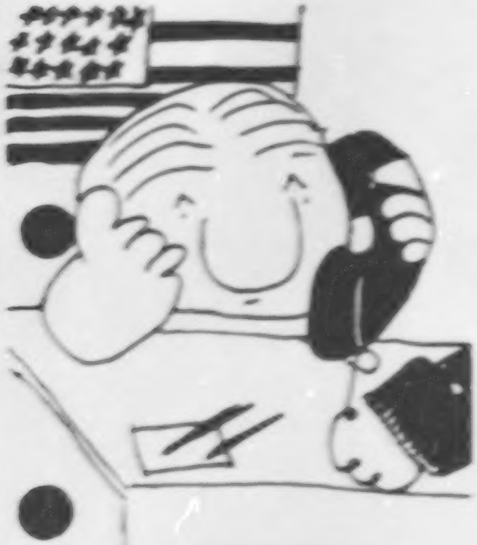
JUDGE 5607D



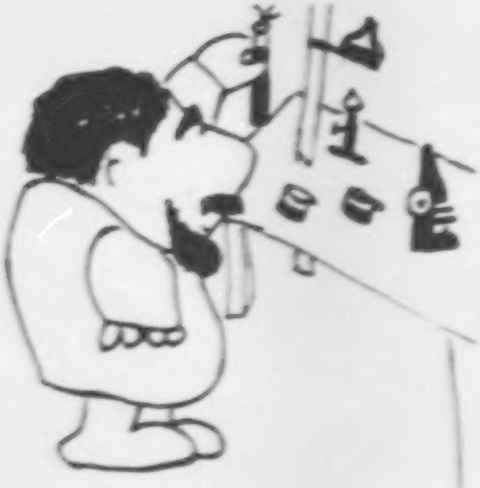
ARTIST 5607D



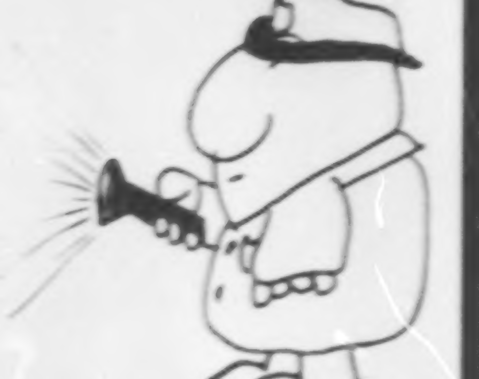
SINGER 5607D



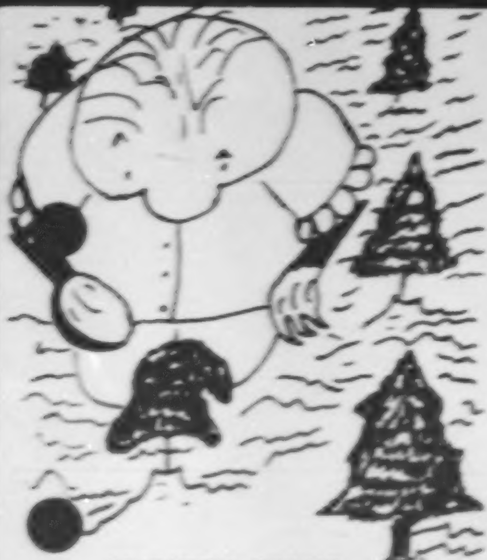
CITY COMMISSIONER 5607D



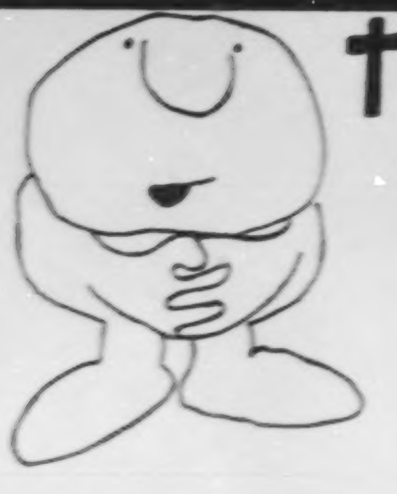
WATER TESTER 5607D



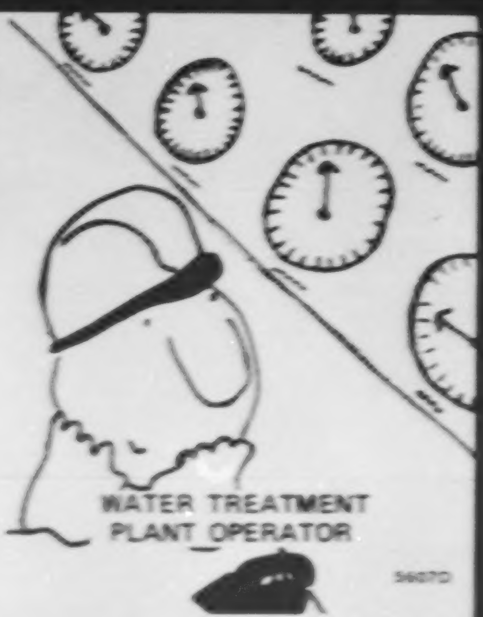
NIGHT WATCHMAN 5607D



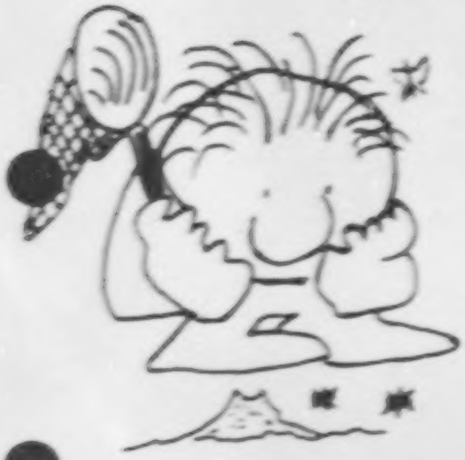
NURSERY OWNER 5607D



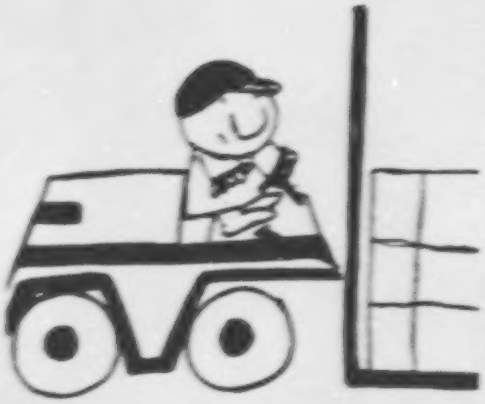
MINISTER 5607D



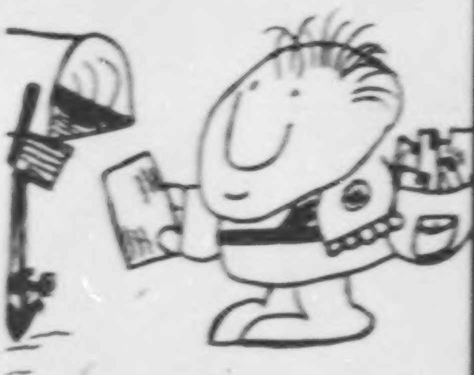
WATER TREATMENT PLANT OPERATOR 5607D



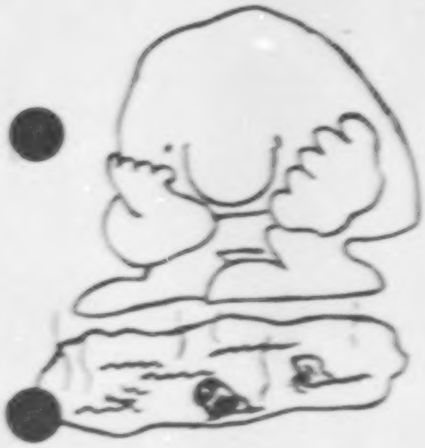
ENTOMOLOGIST 5607D



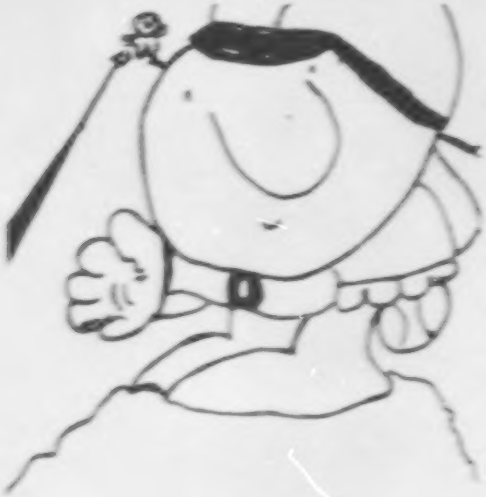
FORKLIFT OPERATOR 5607D



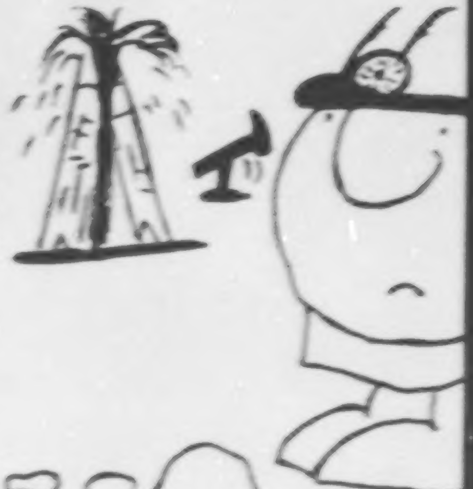
POSTMAN 5607D



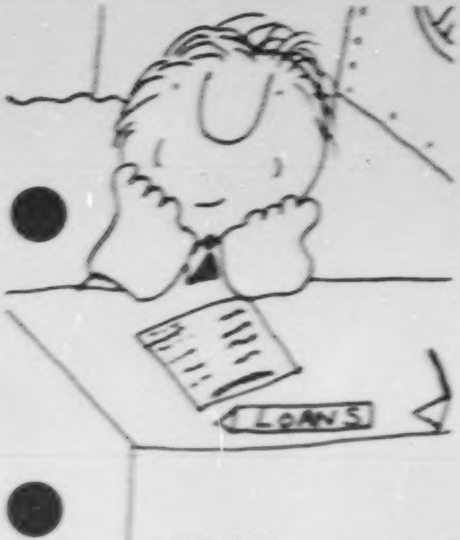
ECOLOGICAL RESEARCHER 5607D



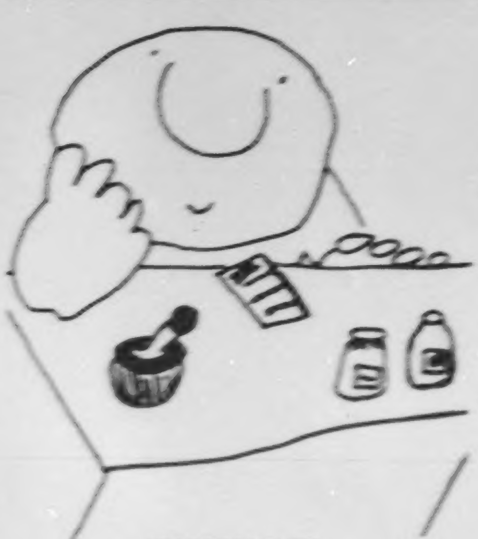
BASEBALL PLAYER 5607D



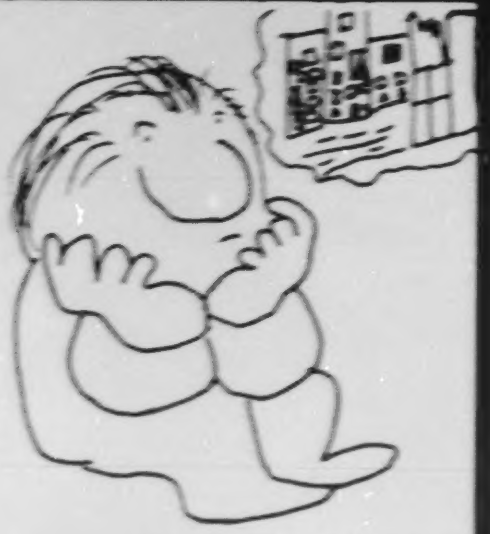
OIL RIGGER 5607D



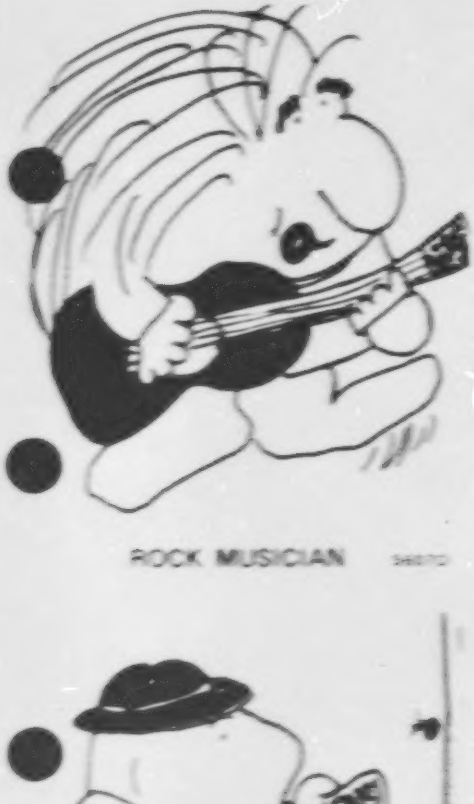
BANKER



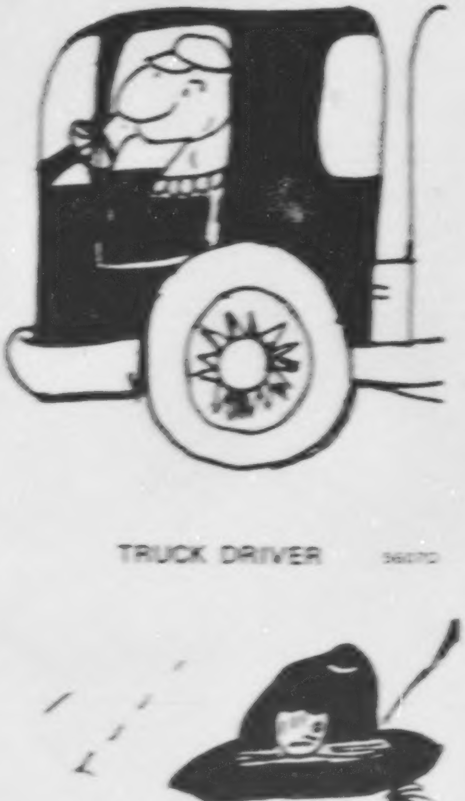
PHARMACIST



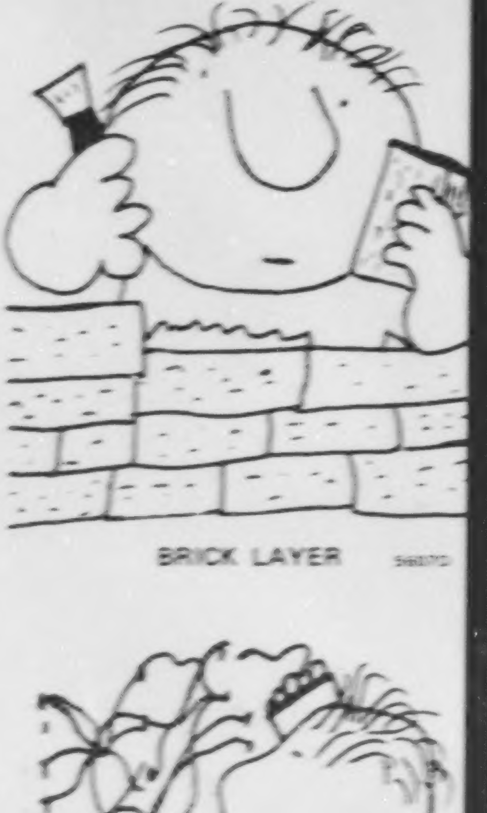
CITY PLANNER



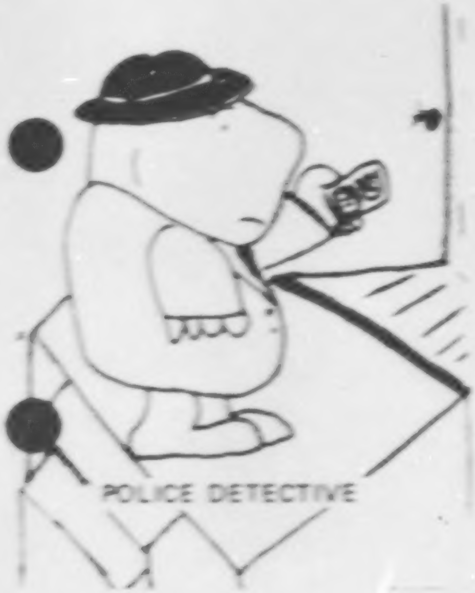
ROCK MUSICIAN



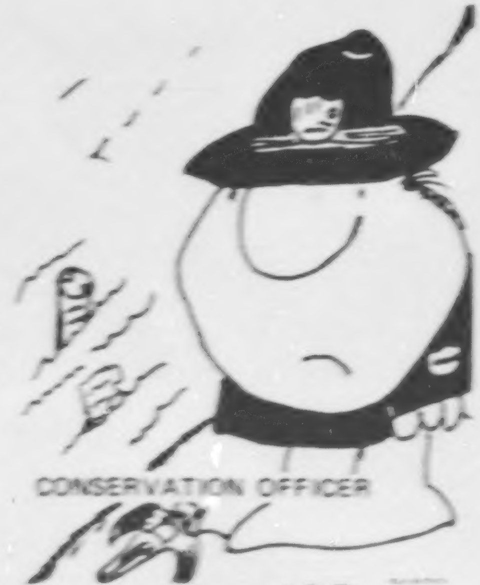
TRUCK DRIVER



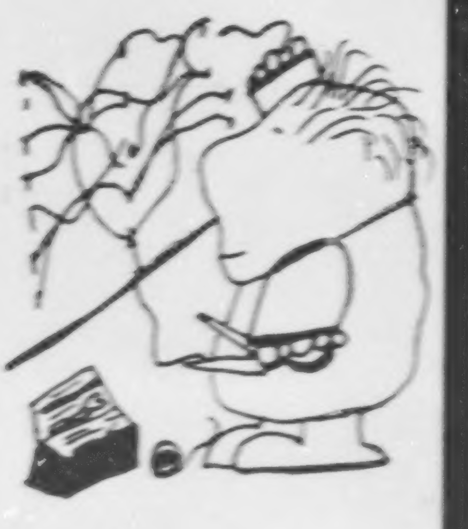
BRICK LAYER



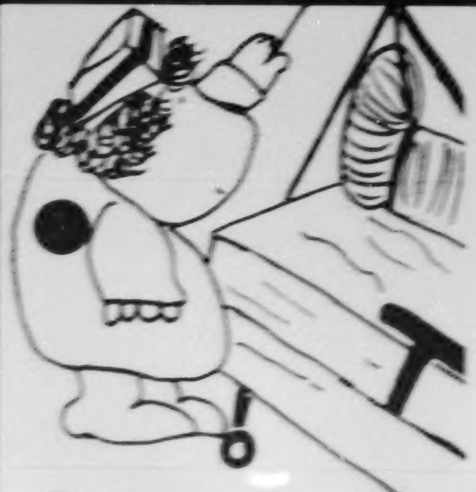
POLICE DETECTIVE



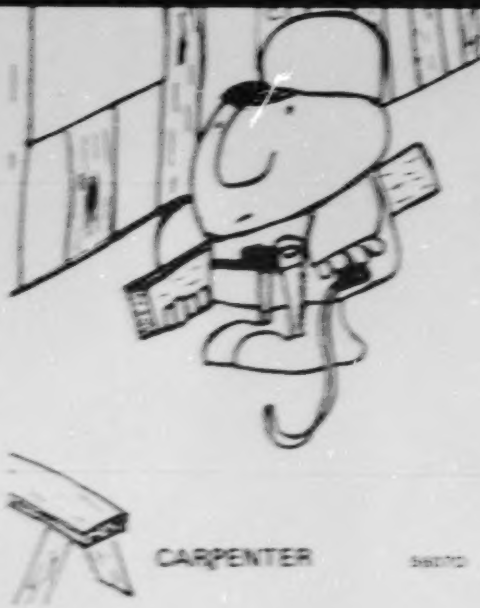
CONSERVATION OFFICER



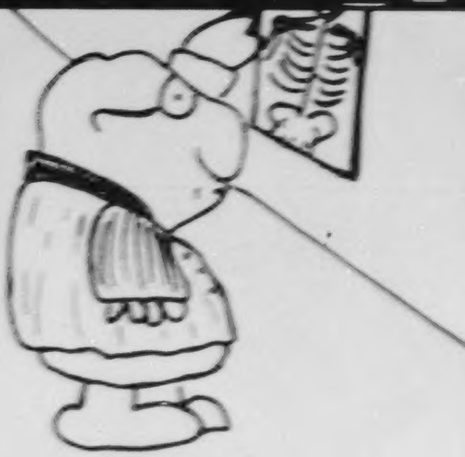
ELECTRICIAN



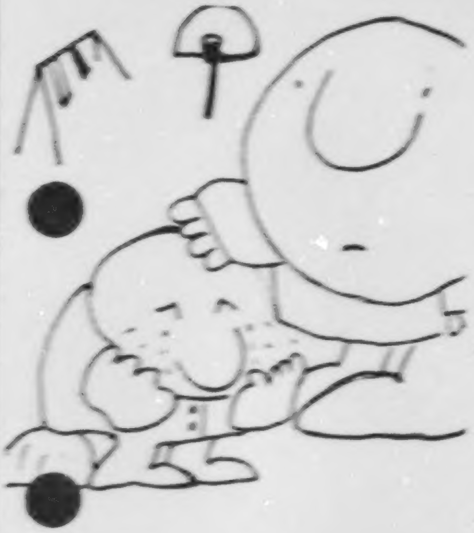
NURSE [illegible]



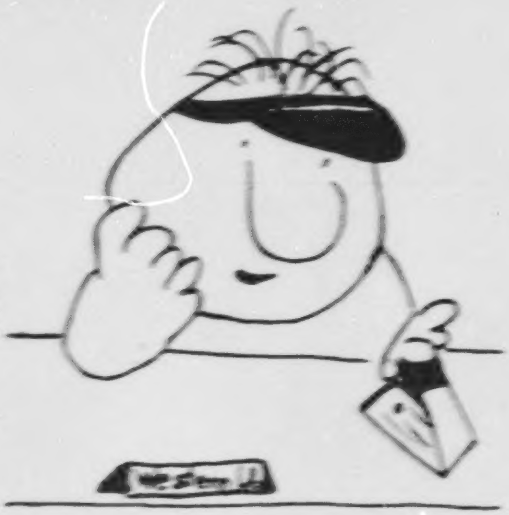
CARPENTER [illegible]



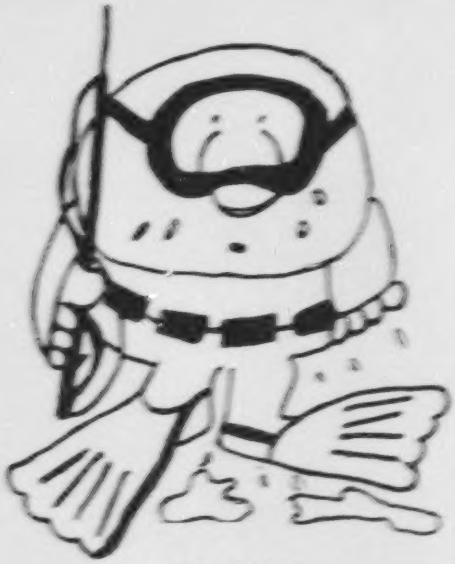
X-RAY TECHNICIAN [illegible]



JUVENILE CASE WORKER [illegible]



TELEGRAPHER [illegible]



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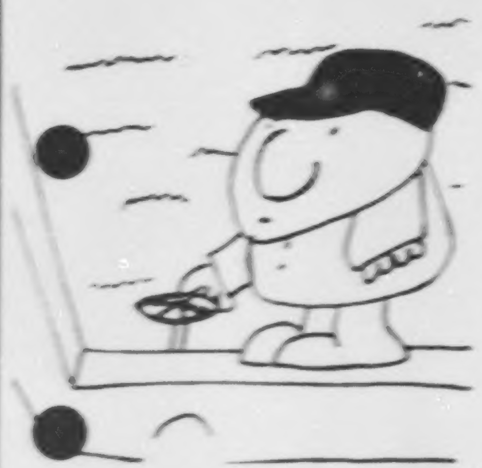

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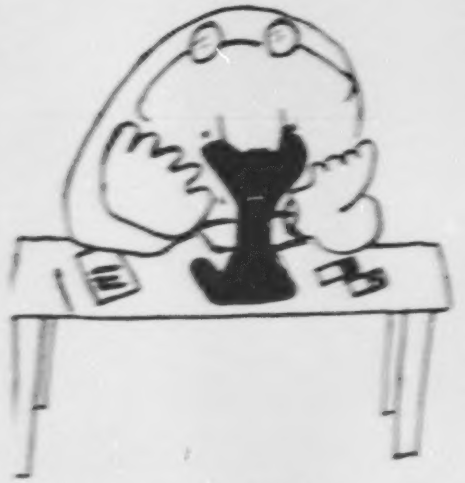

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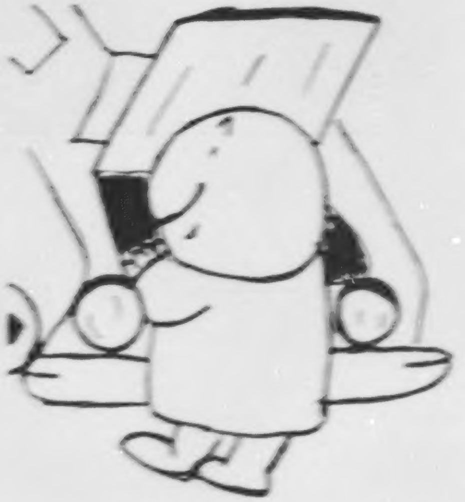

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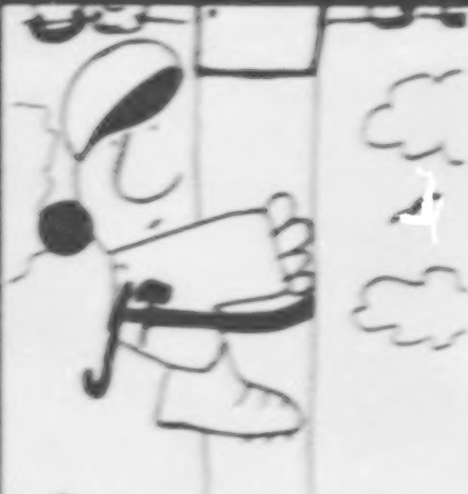
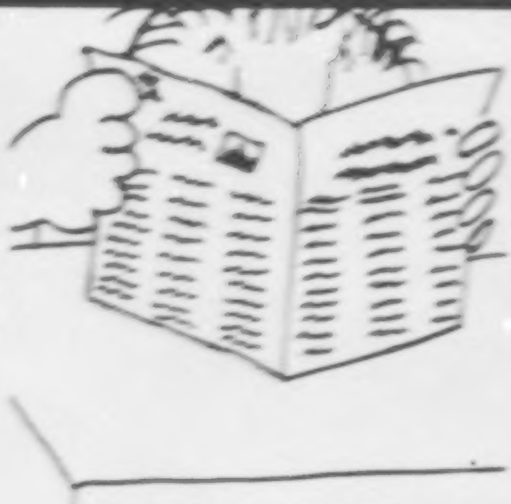
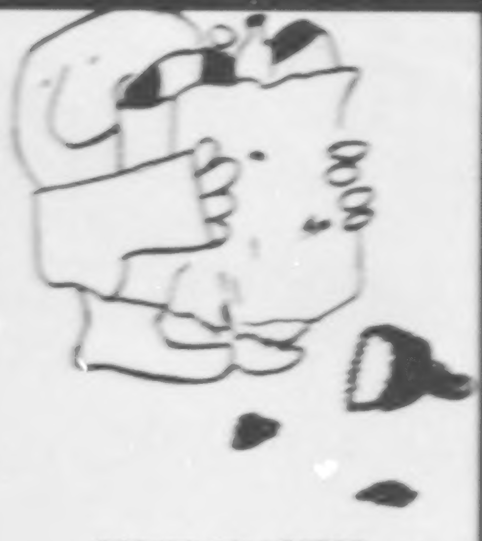


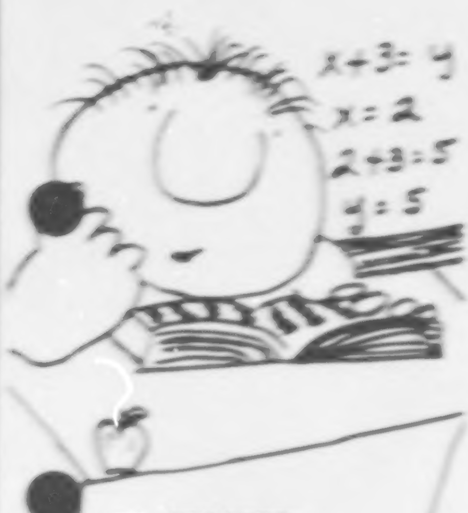
ELEPHONE REPAIRMAN



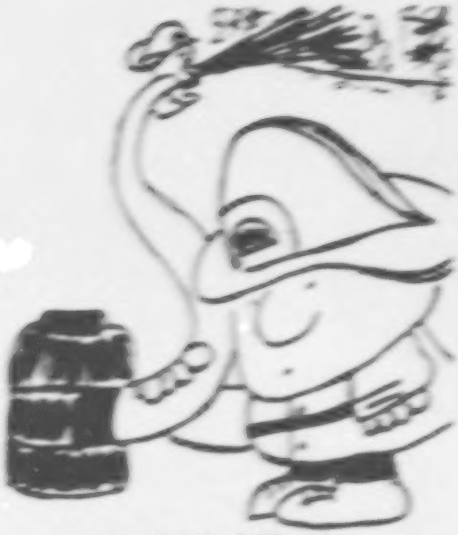
NEWSPAPER PROOFREADER



REFUSE COLLECTOR


x+3= y
x=2
2+3=5
y=5

TEACHER



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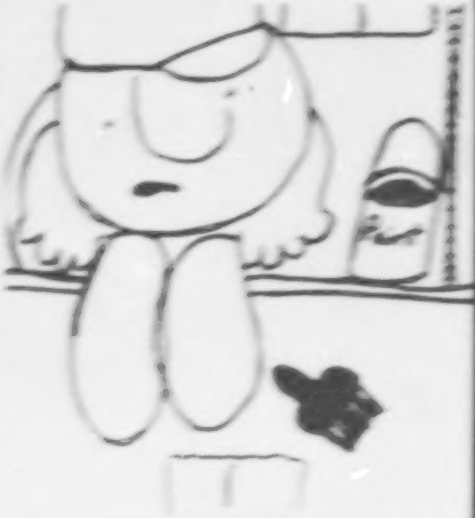

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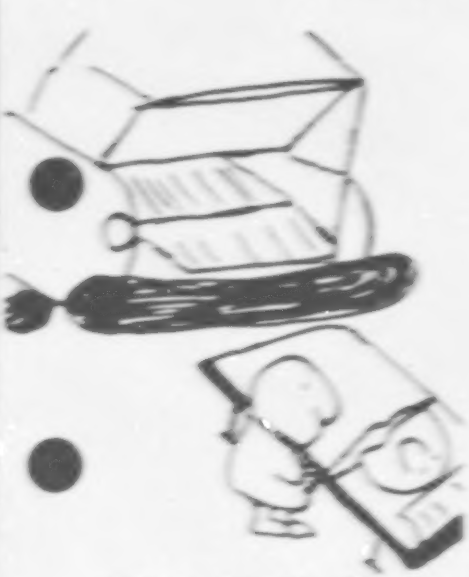
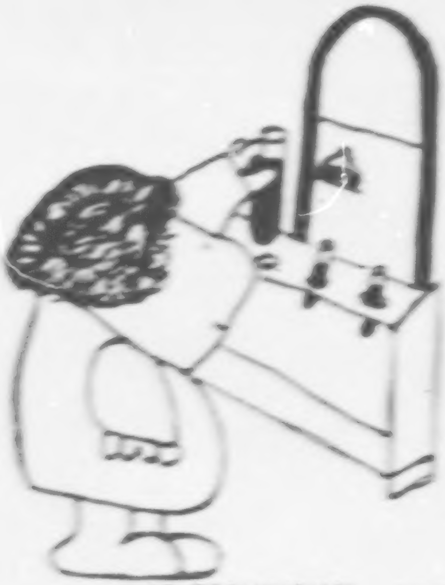
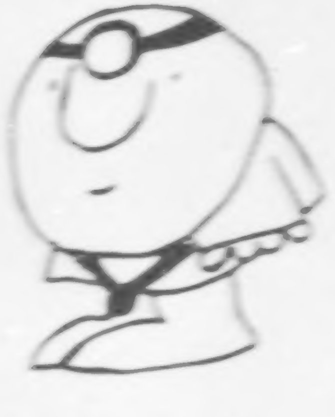


AMBULANCE DRIVER



LAB TECHNICIAN



PHYSICIAN

ANSWER KEY

Objective: To develop new methods of treating and curing human illness.

1. Bacteriologist
2. Lab Technician
3. Nurse
4. Pharmacist
5. Physician
6. X-Ray Technician

Objective: To provide safe living quarters for all people

1. Carpenter
2. Brick Layer
3. Refuse Collector
4. Electrician
5. Painter
6. Telephone Repairman
7. Night Watchman

Objective: To interpret the laws of society.

1. City Commissioner
2. Judge
3. Lawyer
4. Juvenile Case Worker
5. Police Detective
6. Traffic Officer
7. Vehicle Inspector

Objective: To help all of society achieve a better way of life.

1. Artist
2. Banker
3. City Planner
4. Minister
5. Foreman
6. Singer
7. Teacher

Objective: To maintain a safe water supply for drinking and recreation.

1. Ecological Researcher
2. Conservation Officer
3. Water Tester
4. Water Treatment Plant Operator
5. Wastewater Treatment Operator

CAREER GENERALIZATION:

A person may be suited for several different occupations and different levels of performance in that occupational area.

CAREER OBJECTIVE:

The student will identify a cluster of occupations that require similar skills.

PERFORMANCE OBJECTIVE:

Given ten occupation cards, the student will sort them out into three categories, according to similar skills, with 80% accuracy.

MATERIALS:

*Occupation Playing Cards - 75
*Master List
*Description List
*Evaluation Worksheet
*Game Board
Pencil for each player

PREPARATION:

The "Occupation Challenge Game" is designed to be played by 3-6 students. Reproduce as many copies of the Evaluation Worksheet as needed.

PROCEDURE:

From 75 occupation cards each child will be dealt ten cards. Children will place occupation cards on game board into one of three categories according to the primary and most important skills required. Players will play in turns and play will proceed around the table clockwise.

If any player feels a card has been placed in the wrong category, he should say, "challenge". The challenger does not have to indicate where the card should be played. He only says, "challenge" to indicate disagreement with where his opponent played the card. If a player is challenged, it is his responsibility to refer to the master list to check the correctness or incorrectness of the answers. The Description List will give further information on the job if players are unfamiliar with it.

If the challenged player is in fact incorrect, he must accept any two cards his challenger wishes to give up. He must also play the misplaced occupation card in the correct category before play begins again.

If he fails to do this, any opponent can say aloud, "Double challenge", and this opponent may give any one of his cards to the player. Double challenge cannot be called until after play has begun. If, however, the challenger proves to be wrong, then this challenger must accept any two cards the player wishes to give up.

If a player who has only two cards left, is challenged and is proved correct - he cannot give up more than one card to his challenger. If the challenger has two cards left and is proved correct, he can only give away one card.

The object of this game is to run out of cards. The first player to run out of cards wins.

Before each game begins, cards must be shuffled. If more than one game is played successively with the same players, any occupation cards not used in the previous game, should be shuffled into the deck for the second game.

Criteria for Classifying Occupations:

The Master List answers were classified, according to an occupations primary skills, concerns and responsibilities dealing with the three categorized areas. Many occupations are clearly recognizable as categorized in one area, although some obviously are subject to a great deal of interpretation as to their classification. These occupations have been purposely placed into two categories so the student is not penalized where the occupation is in question.

Definition of Categories

Things - Those tangible objects such as tools, equipment, natural resources and manufactured products. All living things included except people.

People - Persons, people, human beings - not animals.

Ideas - Refers to mental processes, problem solving, creativity, thinking, reasoning with prime emphasis on mental activity.

EVALUATION:

After the game, cards used will be reshuffled and dealt out - 10 cards per child. Each child will write the ten occupations and their classification on the worksheet provided. The student will also list all occupations he missed in the game (if not included in the list of ten) and rank them 1-2-3.

Example:

	1. People
Homemaker	2. Things
	3. Ideas

Anyway he or she ranks them is acceptable.

EXPANSION ACTIVITY:

Other categories could be used rather than people-things-ideas, depending upon the objectives of the activity. Game boards could be constructed with these categories.

1. Travel - Stationary
2. Regular Hours - Odd Hours
3. High Pressure - Low Pressure
4. Physical - Mental
5. Autonomous - Dependent
   (Own boss) (supervised)

Since most occupations are not all of one category, it might be helpful to the child to rank some of these opposite traits on a 1-5 scale. For example, using these occupations, a child might rank them the way he feels. Terms, of course, should be discussed and defined.

Farming ----- High Pressure 5-4-3-2-1 Low Pressure
Stewardess -- High Pressure 5-4-3-2-1 Low Pressure

5608A CARPENTER	5608A CARGO AGENT	5608A CASHIER
5608A CAR SALESPERSON	5608A COUNSELOR	5608A CHOREOGRAPHER
5608A COMEDIAN	5608A COMMERCIAL FISHERMAN	5608A COMPOSER
5608A X-RAY TECHNICIAN	5608A CRANE OPERATOR	5608A CREDIT MANAGER
5608A DAIRY HERDSMAN	5608A DENTIST	5608A ELECTRICIAN
5608A PSYCHIATRIST	5608A RECEPTIONIST	5608A RECREATION DIRECTOR

5608A ATHLETIC COACH	5608A ARCHITECT	5608A BACTERIOLOGIST
5608A BARBER	5608A BIOLOGIST	5608A BRICKLAYER
5608A BRIDAL CONSULTANT	5608A BUILDING CONTRACTOR	5608A BUS DRIVER
5608A LIFE GUARD	5608A LUMBERYARD WORKER	5608A MARRIAGE COUNSELOR
5608A MECHANIC (AUTO)	5608A METEOROLOGIST	5608A MINISTER
5608A NEWS ANALYST	5608A NURSE	5608A PAYROLL CLERK

5608A SECRETARY	5608A SOCIAL WORKER	5608A STEWARDESS
5608A TAILOR	5608A TEACHER	5608A TELEPHONE REPAIRMAN
5608A TENNIS PRO	5608A TREE SURGEON	5608A VETERINARIAN
5608A WELDER	5608A WHEAT FARMER	5608A WRITER
5608A ACTRESS	5608A AGRONOMIST	5608A AIR TRAFFIC CONTROLLER
5608A AMBULANCE DRIVER	5608A ANIMAL EVISCERATOR	5608A AQUARIST

5608A PET SHOP ATTENDANT	5608A PHARMACIST	5608A PHOTOGRAPHER
5608A PHYSICIAN	5608A PILOT (AIRLINE)	5608A PRICE MARKER
5608A FIREFIGHTER	5608A FOOD CHECKER	5608A GROCER
5608A GUNSMITH	5608A HOMEMAKER	5608A HOTEL CLERK
5608A INSURANCE AGENT	5608A INTERIOR DECORATOR	5608A INVENTOR
5608A JACKHAMMER OPERATOR	5608A JEWELER	5608A JOCKEY

5608A JOURNALIST	5608A LENS GRINDER	5608A LIBRARIAN
5608A	5608A	5608A
5608A	5608A	5608A
5608A	5608A	5608A
5608A	5608A	5608A
5608A	5608A	5608A

MASTER LIST

1. actress I-P
2. agronomist I
3. air traffic controller I
4. ambulance driver T
5. animal eviserator T
6. aquarist T
7. athletic coach P
8. architect I
9. bacteriologist I
10. barber T
11. biologist I
12. bricklayer T
13. bridal consultant T
14. building contractor
15. bus driver T
16. carpenter T
17. cargo agent T
18. cashier T
19. car salesperson P
20. counselor P
21. choreographer I
22. comedian P
23. commercial fisherman T
24. composer I
25. crane operator T
26. credit manager I
27. dairy herdsman T
28. dentist I-P
29. electrician T
30. firefighter T
31. food checker T
32. grocer T
33. gunsmith T
34. homemaker P-T
35. hotel clerk P
36. insurance agent I
37. interior decorator I
38. inventor I
39. jackhammer operator T
40. jeweler T
41. jockey T
42. journalist I
43. lens grinder T
44. librarian I
45. life guard P
46. lumberyard worker T
47. marriage counselor P
48. mechanic (auto) T
49. meteorologist I
50. minister P
51. news analyst I
52. nurse P
53. payroll clerk T
54. pet shop attendant T
55. pharmacist T
56. photographer T
57. physician I-P
58. pilot (airline) T
59. price marker T
60. psychiatrist P
61. receptionist P
62. recreation director P
63. secretary T
64. social worker P
65. stewardess P
66. tailor T
67. teacher P
68. telephone repairman T
69. tennis pro T
70. tree surgeon T
71. veterinarian I
72. welder T
73. wheat farmer T
74. writer I
75. X-ray technician T

OCCUPATION DESCRIPTORS

1. Actress - Plays roles in dramatic productions; rehearses part, learning lines and cues as directed; may perform on stage, screen or television.

2. Agronomist - Conducts experiments in field crops to discover best methods to raise production and/or improve quality.

3. Air Traffic Controller - Directs and controls airplanes upon landing and take-off with communication between pilot and controller.

4. Ambulance Driver - Drives ambulance to transport sick, injured or convalescent persons; loads and unloads patient with help of stretcher. Driver must be trained in first aid.

5. Animal Eviscerator - When butchering an animal for slaughter, this person splits body cavity of carcass and removes intestines, glands, heart, liver and lungs.

6. Aquarist - Attends to fish and other marine life in large exhibition aquariums; swims inside aquarium to feed fish and clean aquarium.

7. Athletic Coach - Instructs groups of young men and/or women at schools in fundamentals and rules of competitive sports.

8. Architect - Plans and designs many different kinds of buildings. Consults with clients, prepares sketches, writes specifications and makes scale drawings.

9. Bacteriologist - Studies growth, structure, and development of characteristics of bacteria; uses microscope to observe bacteria.

10. Barber - Provides customer with barbering services such as cutting and trimming; may apply lather, shave beards or shape hair.

11. Biologist - Studies origin, development, internal structure and makeup of plant and animal life.

12. Bricklayer - Lays brick around exterior of building. A bricklayer uses mortar to cement bricks together. Tools used are trowel, plumb bob and hammer.

13. Bridal Consultant - Advises future brides in all phases of wedding planning such as proper etiquette, proper dress for wedding party and bride and selection of silver, china, and glassware.

14. Building Contractor - Contracts or agrees to perform construction work; involves giving estimates, purchasing materials, and supervising the building of the project.

15. Bus Driver - Drives bus to transport passengers short distances or long. Assists passengers with baggage and/or fares; may make minor repairs and routine maintenance.

16. Carpenter - Works with wood, tile, insulation board, and related materials. The carpenter may erect the framework of buildings, install molding, paneling, cabinets and hardware. Tools used are hammers, power saws, drills and chisels.

17. Cargo Agent - Helps to move freight, mail and baggage; prepares bills, telephones consignees on arrival of freight, records baggage, mail and freight weights.

18. Cashier - Receives payment (cash or check) from customers, counts money, gives change, endorses checks and deposits money.

19. Car Salesperson - Sells new or used cars, may receive monthly salary plus bonus (Commission) for each car sold.

20. Counselor - Counsels, advises, and listens to persons who may be exploring career possibilities or seeking personal help.

21. Choreographer - Creates original dances which may be used for ballet, musical shows, television, motion pictures or night clubs.

22. Comedian - Attempts to make an audience laugh by telling jokes, singing songs, acting out situations, or doing impersonations.

23. Commercial Fisherman - Fisherman who catches fish as an occupation and not for sport; may use such equipment as seines, boats, nets and traps.

24. Composer - Creates and writes musical compositions.

25. Crane Operator - Worker who operates cranes to hoist and move materials and objects.

26. Credit Manager - Oversees credit and collection in a department store; investigates financial standing of customers who wish to borrow money.

27. Dairy Herdsman - Is in charge of feeding, milking and treating sickness of dairy cattle.

28. Dentist - Diagnose and treat diseases, injuries and abnormalities of teeth and gums.

29. Electrician - Installs electrical wiring in homes and buildings which are new or being remodeled.

30. Firefighter - Controls and extinguishes fires, protects life and property and maintains equipment, responds to fire alarms and other emergency calls.

31. Food Checker - Totals each item purchased in grocery store and accepts payment from customer.

48. Mechanic (auto) - Diagnoses engine problems, repairs and replaces parts; does regular maintenance work such as changing oil.

49. Meteorologist - Person who studies the atmosphere and related conditions to forecast the weather.

50. Minister - Conducts religious worship services and other spiritual activities of a particular religious faith or denomination; often counsels individuals in spiritual need and comforts those who have lost loved ones.

51. News Analyst - Examines, interprets and broadcasts news received from various sources. For example, an analyst may interpret a presidential speech.

52. Nurse - Gives general nursing care to patients; gives medication and treatments as prescribed by doctor.

53. Payroll Clerk - Computes wages and earnings of employees from time-cards and work tickets; deducts such items as insurance, income tax and social security payments.

54. Pet Shop Attendant - Cares for animals in a pet shop. Duties would be feeding, cleaning cages, watching for illnesses and removing animals from cages for customers.

55. Pharmacist - Prepares, measures, dispenses and sells drugs following prescription of doctor.

56. Photographer - Takes pictures of various subject matter using an expensive camera and equipment.

57. Physician - Diagnoses and treats diseases and disorders of the human body; examines patients using all types of medical equipment, instruments and tests.

58. Pilot (airline) - Flies commercial airplanes. Duties include: Review papers before flight, to check load weight, fuel supply and weather conditions.

59. Price Marker - Usually works in a store marking correct price on each item; may use a marking machine.

60. Psychiatrist - Medical doctor who through additional training and experience has become a specialist in the diagnosis, treatment and prevention of mental disorders; usually works on a one to one relationship with patient.

61. Receptionist - May work in office directing visitors and guests to correct office or room; may schedule appointments for her boss.

62. Recreation Director - Would be responsible for providing recreational activities such as basketball and tennis to various age groups.

63. Secretary - Works in an office doing such jobs as greeting guests, typing, filing, taking dictation and answering the telephone.

64. Social Worker - Works with families in helping them to solve their personal problems. (Example: may need welfare assistance.)

65. Stewardess - Main job is to assist the passengers in being comfortable and happy after boarding and during flight. Some duties include serving drinks and meals, helping with luggage, and providing reading material.

66. Tailor - Designs and makes tailored garments such as suits, topcoats, and overcoats; confers with customer to determine type of material and garment style desired.

67. Teacher - Provides instruction for pupils using a variety of methods; should enjoy children and people.

68. Telephone Repairman - Analyzes defects in communication equipment such as telephone switchboards and telephones; corrects malfunctions using hand tools and electric meters.

69. Tennis Pro - Receives pay for playing a good quality of tennis in front of crowds.

70. Tree Surgeon - Prunes and treats ornamental and shade trees and shrubs in yards and parks; may also top, spray and plant trees.

71. Veterinarian - Diagnoses and treats diseases and disorders in animals.

72. Welder - Welds (joins) metal parts together as instructed by layout, diagram and customer instructions.

73. Wheat Farmer - Using large machinery, the farmer prepares the land, plants the wheat in the fall, and harvests the wheat in June or July (Kansas).

74. Writer - May write books, stories, news stories; creativity and originality of ideas are required.

75. X-Ray Technician - Takes X-Rays of patients with an X-Ray machine for diagnostic purposes. Example: a. Chest X-Ray; b. X-Ray to determine if bone is broken.

Name ____________________

EVALUATION WORKSHEET

After the game, the same cards will be reshuffled and each player should receive ten cards. Write the ten occupations on the lines below and beside each label correctly with:

T (Things) P (People) I (Ideas)

Example:

0. Carpenter ___T___

1. ____________________ __________
2. ____________________ __________
3. ____________________ __________
4. ____________________ __________
5. ____________________ __________
6. ____________________ __________
7. ____________________ __________
8. ____________________ __________
9. ____________________ __________
10. ____________________ __________

After finishing these ten occupations, check the master list and circle the ones you missed.

Now list any occupations you missed in the game on the lines below. Rank them the way you feel they should be ranked.

Example:

0. Carpenter __T__ __I__ __P__

1. ____________________ _____ _____ _____
2. ____________________ _____ _____ _____
3. ____________________ _____ _____ _____
4. ____________________ _____ _____ _____

OCCUPATION CHALLENGE 5608A

Things

Things Things

Things

People

People People

People

Ideas

Ideas Ideas

Ideas

Language Arts: Vocabulary Development
Social Studies: Categorizing Information

5608A

CAREER GENERALIZATION:

A person may be suited for several different occupations and different levels of performance in that occupation area.

CAREER OBJECTIVE:

The student will identify the range of performance, competence and responsibility in different occupational areas.

PERFORMANCE OBJECTIVE:

Given a list of 45 occupations the student will choose 10 occupations and match each of these 10 with two competencies common to that occupation. 80% accuracy or 16 correct out of 20 is required.

MATERIALS:

*Occupations and Clues Sheets - 7
*Qualities Desirable in Occupations
*Evaluation Worksheet
*Suggested Answer Sheet
Pencil for each student

PREPARATION:

These materials are designed to be used by 10 students at a time. One student moderator will be necessary to play the game. Children should be divided into teams of equal numbers if possible.

This game may also be used with entire class divided into two teams of equal size with the teacher serving as moderator.

Reproduce copies of the Evaluation Worksheet, one for each participating student.

PROCEDURE:

The students will use the materials to play "WHAT'S MY LINE?" "WHAT'S MY LINE?", is played similar to "PASSWORD". After the two teams have been organized, the moderator begins by reading aloud the first clue of a given occupation to a member of team one. Using the clue, the player from team one tries to guess the occupation with only one guess. If the player from team one misses, the second clue is given to a player from team two. Play proceeds like this back and forth from team to team until the occupation is guessed correctly. If the occupation is not guessed after using all four clues, show both teams the correct occupation, but no points are awarded either team.

Some occupational titles have several terms which are synonomous in meaning. In guessing occupations, these synonomous terms will be acceptable. Such terms will be listed to the right of the original occupatioal title. If a child guesses yet another synonomous title which is not listed, this response will be considered correct. In this situation student leader may need to confer with teacher.

Points are awarded as follows:

Correct response on first clue - 4 points
second clue - 3 points
third clue - 2 points
fourth clue - 1 point

The moderator is in charge of recording points scored on a scoresheet. It is important that the first clue be given to the teams in alternate order. If team one gets the first clue on one set, then team two should receive the first clue on the next set irregardless of who scored the most points on the previous set.

The winning team can be determined in a variety of ways, such as the most points earned after a given number of sets,(20), or the most points after 15 minutes of playing. The children or teacher may decide this criteria for winning.

The player who guesses the most correct occupations in a game may trade places with the student moderator for the second game. (optional)

EVALUATION:

After the game is played, each child and leader will complete the Evaluation Worksheet matching the occupations with competencies. Each child must match any ten occupations used in the game with the competencies listed on the separate sheet, (entitled "Qualities Desirable In Occupations"). The worksheet and directions are enclosed. The student may check his or her answers against the suggested answer sheet and record the number correctly, or the teacher may check the worksheets.

When a child completes the matching worksheet, occasionally his answer may not agree with the suggested answer sheet. If he can clearly justify his answer, it will be acceptable. However, if he can't, the answer will be considered incorrect.

OCCUPATION AND CLUES

1. WHEAT FARMER

Works outdoors for long hours
Should have a good knowledge of mechanical equipment
Plants crops with modern equipment
Uses combine to harvest in early summer in Kansas

2. BARBER

Must be courteous to customers
Must be able to stand on feet for long periods
Should have a good knowledge of current hair styles
Must have steady hands

3. CAR SALESPERSON - Car Salesman

Should be friendly and courteous to customers
May work day or night, indoors or outdoors
Math skills needed for making sales
Should know qualities of automobiles

4. CARPET LAYER

Will spend long hours on knees
Should be able to measure accurately
Should be courteous and careful in peoples homes
Main tools needed are hammer, nails, carpet knife and carpet stretcher

5. BUS DRIVER

Must have chauffeur's license
Should have some mechanical knowledge
Must know streets of city
Must collect change as passengers enter

6. TEACHER

Must be college graduate
Should be able to express ideas clearly
Doesn't work in summer
Should like to be with people and children

7. GROCERY STORE MANAGER

Should be good manager of people
Will often work in the store during evenings
Should strive for customer satisfaction
Should be aware of food brands people prefer

OCCUPATION AND CLUES

8. AIRLINE PILOT - Pilot

Mechanical skill and license necessary
Extremely important to concentrate on job
Will often be far away from home in this occupation
Must abide by Federal Aviation Agency rules and regulations

9. FIREFIGHTER - Fireman

Climbing skills and good balance necessary
Sleeping at place or work required
Requires bravery and courage
Necessary to wear heat and burn resistant uniform

10. MINISTER

Should care about and like people
Clothing is quite formal
Should be articulate
Must work every Sunday

11. MORTICIAN - Funeral Director

Should be able to sympathize with people who have lost friends or relatives
Usually wears formal clothing
Organizes funeral arrangements
Prepares bodies for burial

12. PHYSICIAN - Doctor

Formal schooling extends beyond college
May work long hours in office
Can expect telephone calls day or night in an emergency
Must have much patience with some patients

13. BRICKLAYER

Must be able to work outdoors
Must measure accurately
Must know how to use trowel
Must learn how to break bricks to fit smaller squares

14. COMEDIAN - Comic

Must be articulate
Should work well under pressure
Performs in front of many people
Should be able to make people laugh

OCCUPATION AND CLUES

15. BODY MAN - Body Shop Man

May work in dusty, dirty conditions
Will do mostly physical work
Must repair all damages to customer's satisfaction
Must estimate cost of repairing vehicles

16. SECRETARY

Much of the work involves sitting
It is important to be courteous to visitors
Usually works under supervision of boss
Typing, shorthand and filing are important skills

17. LIFE GUARD

Little clothing required for this job
Watching and observing people is extremely important
Must keep cool in emergencies
Must be a good swimmer

18. ELECTRICIAN

Must work in unusual positions
Will work in homes where people are building or remodeling
Must be careful to aviod shocks
Must select correct wire for the situation

19. ACTRESS OR ACTOR

Should be able to work under hot lights
Should be able to express someone else's life or ideas
Should be at ease in front of people
May perform on stage, screen or television

20. PSYCHIATRIST

Must be a medical doctor
Should be easy to talk to
Should be willing to listen to people's problems
Attempts to understand people who have trouble understanding themselves

21. AMBULANCE DRIVER

Must keep cool in emergencies
Must be on call at unusual hours
Must have first-aid training
Must drive carefully and quickly

OCCUPATION AND CLUES

22. SCULPTOR

Should express original and creative ideas
Should know qualities of various stones
Should have much patience
Makes three-dimensional pieces carved with tools

23. LETTER CARRIER - Mailman

Must be in good physical condition
Will walk much of the day
Should be honest
Makes daily deliveries

24. STEWARDESS - Steward

Should enjoy traveling and people
Should be neat and attractive
Should be pleasant at all times
Should not be afraid of flying

25. NEWSCASTER - Broadcaster

Should be articulate
Should be a good reader
Shouldn't state personal opinions on the job
Should have a low voice

26. FOOTBALL PRO - Football Player

Should be in excellent physical condition
Would often work far away from home
Will find frequent injuries a part of the occupation
Will be playing outdoors in front of large screaming audiences

27. VETERINARIAN

Much training needed in science and biology
Does work somewhat similar to a doctor
Should have a knowledge of medicines
Should like animals

28. PHARMACIST - Druggist

May work in a store or hospital
Should count change accurately
Must use math in working with drugs
Dispenses drugs following prescription by physician

OCCUPATION AND CLUES

29. GROCERY CHECKER - Grocery Clerk

Should be able to stand on feet for long periods
Should count change accurately
Should know how to use a cash register
Should know prices of food in store

30. ARCHITECT

Math skills are important in this job
Originality and creativity important
May prepare scale drawings
Plans and designs building

31. AQUARIST

Should be physically fit
Must be a good swimmer
May go on expeditions to collect fish
Attends to all needs of fish in large aquariums

32. LIBRARIAN

Helps people find information
Should enjoy reading
May make displays and bulletin boards
Should be acquainted with good literature and books

33. PROFESSIONAL COWBOY

Must be physically strong
Should expect injuries
Will spend much time away from home
Should know and understand horses

34. NEWSPAPER PHOTOGRAPHER

May travel away from home
Could be employed by Eagle-Beacon
Should be able to find interesting stories
Should be able to operate expensive cameras

35. ELEMENTARY PRINCIPAL

Should be a college graduate plus additional studies
Should speak fluently and listen carefully
Should be interested in learning for all
Should be understanding of parents, teachers, and children

OCCUPATION AND CLUES

36. SANITATION WORKER - Garbageman

Must be able to drive truck
Must be able to lift heavy loads
Should expect to get dirty
Will find many strong odors

37. COSMETOLOGIST - Hairdresser

Must attend a training school
Must stand on her/his feet for long periods
Will serve mostly women
Should be knowledgeable about hair styles

38. DENTAL HYGIENIST

Must be high school graduate plus special training
Must be able to take X-rays
Should be able to stand bad odors
Will work under a dentist in an office

39. AIR TRAFFIC CONTROLLER

Must think very quickly
Must stay cool under pressure
Must communicate clearly with pilots
Works in airport tower

40. SOCIAL WORKER

Must be college graduate
Must try to understand people's problems
May work for public agencies such as welfare department
May work with members of family in the home

41. SURVEYOR

Math and mechanical drawing are important
Works outdoors in all types of weather
Uses a tool called transit level
Measures land before a highway or bridge is constructed

42. NEWSPAPER REPORTER

Should be a very good listener
Must work under pressure to meet daily deadlines
Will interview many people
Should enjoy writing short articles

OCCUPATION AND CLUES

43. PHYSICAL THERAPIST

Should be patient with people
Works in hospital or nursing home
May use exercisers and machines to build muscles
Retrains people on how to use injured body parts

44. BANK TELLER - Banker

Must have a good record of honesty
Should have good math skills
Should be friendly and courteous to customers
Handles checks, cash, deposits and withdrawals

45. POLICE OFFICER - Police Woman - Policeman

Must be in good physical condition
Must keep cool in crisis situations
May work in office or on streets
Must be trained in the use of guns

QUALITIES DESIRABLE IN OCCUPATIONS

1. Should have mechanical skills.
2. Should be courteous to people.
3. Should be cool in emergencies.
4. Should be in good physical condition.
5. Should care for and like people.
6. Should speak very clearly.
7. Should be able to perform in front of large numbers of people.
8. Should be a good driver.
9. Should have good math abilities.
10. Should be able to work in dirty conditions.
11. Should express original and creative ideas.
12. Should be a good listener.
13. Should like animals.
14. Should be knowledgeable about medicines and drugs.
15. Should have college education.
16. Should be able to stand on feet for long periods.
17. Should be steady with hands.

EVALUATION WORK SHEET

Circle any ten occupations used in the game. In the blank space, list two numbers of qualities very important to that occupation. Choose your answers from 17 qualities. You may use each number several times.

1. Wheat Farmer ________
2. Barber ________
3. Car Salesperson ________
4. Carpet Layer ________
5. Bus Driver ________
6. Teacher ________
7. Grocery Store Manager ________
8. Airline Pilot ________
9. Bricklayer ________
10. Comedian ________
11. Body Man ________
12. Secretary ________
13. Firefighter ________
14. Minister ________
15. Mortician ________
16. Physician ________
17. Ambulance Driver ________
18. Sculptor ________
19. Letter Carrier ________
20. Stewardess ________
21. Newscaster ________
22. Life Guard ________
23. Electrician ________
24. Actress-Actor ________
25. Psychiatrist ________
26. Football Pro ________
27. Veterinarian ________
28. Pharmacist ________
29. Grocery Checker ________
30. Architect ________
31. Aquarist ________
32. Librarian ________
33. Professional Cowboy ________
34. Newspaper Photographer ________
35. Principal ________
36. Garbage Man ________
37. Cosmetologist ________
38. Dental Hygienist ________
39. Air Traffic Controller ________
40. Social Worker ________
41. Surveyor ________
42. Newspaper Reporter ________
43. Physical Therapist ________
44. Bank Teller ________
45. Police Officer ________

SUGGESTED ANSWER SHEET

1. Wheat Farmer: 1, 10
2. Barber: 2, 16
3. Car Salesperson: 1, 2, 9
4. Carpet Layer: 9, 4
5. Bus Driver: 1, 2, 8
6. Teacher: 5, 11, 15
7. Grocery Store Manager: 2, 9
8. Airline Pilot: 1, 3
9. Bricklayer: 4, 9
10. Comedian: 7, 11
11. Body Man: 1, 10
12. Secretary: 2, 12
13. Firefighter: 3, 4
14. Minister: 5, 6, 15
15. Mortician: 2, 5
16. Physician: 3, 5, 14, 15, 17
17. Ambulance Driver: 3, 8
18. Sculptor: 11, 17
19. Letter Carrier: 4, 16
20. Stewardess: 2, 3, 5
21. Newscaster: 6, 7
22. Life Guard: 3, 4
23. Electrician: 1, 9, 10
24. Actress-Actor: 6, 7, 11
25. Psychiatrist: 5, 12, 15
26. Football Pro: 4, 7, 16
27. Veterinarian: 13, 14, 15
28. Pharmacist: 9, 12, 14
29. Grocery Checker: 2, 9, 16
30. Architect: 1, 9, 11
31. Aquarist: 4, 7, 13
32. Librarian: 2, 12
33. Professional Cowboy: 4, 7, 13
34. Newspaper Photographer: 1, 2, 11
35. Principal: 2, 5, 6, 12, 15
36. Sanitation Worker: 4, 8, 10
37. Cosmetologist: 2, 16
38. Dental Hygienist: 16, 17
39. Air Traffic Controller: 3, 6, 9, 12
40. Social Worker: 5, 15
41. Surveyor: 1, 9
42. Newspaper Reporter: 2, 6, 12
43. Physical Therapist: 5, 14
44. Bank Teller: 2, 9
45. Police Officer: 2, 3, 8

CAREER GENERALIZATION:

A person may be suited for several different occupations, and different levels of performance in that occupational area.

CAREER OBJECTIVE:

The student will compare and contrast the range of performance and responsibility in given occupations.

PERFORMANCE OBJECTIVE:

Given the activity sheet, students will rate the ranges of performance and responsibility for different jobs with 90% accuracy.

MATERIALS:

*Activity Sheet
*Answer Key
Pencil or pen

PREPARATION:

Duplicate sufficient copies of the Activity Sheet.

PROCEDURE:

Hold a brief discussion on how various skills and responsibilities differ for different occupational areas.

EVALUATION:

The student will complete the activity sheet with 90% accuracy.

COMPARING RANGE OF PERFORMANCE AND RESPONSIBILITY

For each item below, rank (1—most important; 5—least important) the five given occupations according to the importance of the item in performing the job.

1. Punctuality:

____Teacher

____Farmer

____Artist

____Truck Driver

____Typist

2. Courtesy:

____Plumber

____Architect

____Taxi Driver

____Stewardess

____Cashier

3. Work Under Stress:

____Reporter

____Dentist

____Payroll Clerk

____Teacher

____Air Traffic Controller

4. Work Well With Others:

____Bus Boy

____Librarian

____Traffic Officer

____T. V. Announcer

____Receptionist

5. Attend to Details:

____Librarian

____Pharmacist

____Artist

____Dietician

____Insurance Agent

6. Be Steady With Hands:

____Housekeeper

____Landscaper

____Plumber

____Crane Operator

____Jeweler

Answer Key

COMPARING RANGE OF PERFORMANCE AND RESPONSIBILITY

For each item below, rank (1—most important to 5—least important) the five given occupations according to the importance of the item in performing the job.

1. Punctuality:

__1__ Teacher

__4__ Farmer

__5__ Artist

__3__ Truck Driver

__2__ Typist

2. Courtesy:

__4__ Plumber

__5__ Architect

__2__ Taxi Driver

__1__ Stewardess

__3__ Cashier

3. Work Under Stress:

__2__ Reporter

__3__ Dentist

__5__ Payroll Clerk

__4__ Teacher

__1__ Air Traffic Controller

4. Work Well With Others:

__5__ Bus Boy

__2__ Librarian

__4__ Traffic Officer

__3__ T. V. Announcer

__1__ Receptionist

5. Attend to Details:

__4__ Librarian

__1__ Pharmacist

__3__ Artist

__2__ Dietician

__5__ Insurance Agent

6. Be Steady With Hands:

__5__ Housekeeper

__4__ Landscaper

__3__ Plumber

__2__ Crane Operator

__1__ Jeweler

Language Arts: Reference skills, spelling
Social Studies: Evaluating self

CAREER GENERALIZATION:

A person may be suited for several different occupations and different levels of performance in that occupational area.

CAREER OBJECTIVE:

The student will evaluate his/her opportunities in relation to potential and capacities.

PERFORMANCE OBJECTIVE:

Given occupations and personal abilities which the student has identified, each child will choose an occupation in which he/she has the abilities and interests for.

MATERIALS:

*Ability and Interest Inventory
*Occupations List - 75 occupations
*Evaluation Sheet
Occupational Outlook Handbook 1974-75 edition (school library)
Pencil for each student

PREPARATION:

This activity is designed for any number of students. Duplicate copies of the Ability and Interest Inventory.

PROCEDURE:

Each child will complete the Ability and Interest Inventory following the written directions. Teacher explanation will also be necessary.

EVALUATION:

After completion of Part D of the inventory, each child should ask himself/herself the questions listed on the Evaluation Sheet.

5608D

ABILITY AND INTEREST INVENTORY

Below is a list of 10 abilities and interests which are used in many different occupations.

A. Answer each question according to your own abilities and intersts, by placing a check in one of the items on the right (usually, sometimes, never).

B. In the blank spaces beneath the item, write three occupations which require that ability or interest. You may use the occupations list or you may think of your own occupations.

1. I like to work with my hands. _____Usually

____________________ ____________________ _____Sometimes

____________________ ____________________ _____Never

2. I like to think and reason things out. _____Usually

____________________ ____________________ _____ Sometimes

____________________ _____ Never

3. I like to be creative and try new things. _____ Usually

____________________ ____________________ _____ Sometimes

____________________ _____ Never

4. I like to be involved in sports and physical

activities. _____ Usually

____________________ ____________________ _____ Sometimes

____________________ _____ Never

5. I like to solve math problems and work with

figures. _____Usually

____________________ ____________________ _____Sometimes

____________________ _____Never

6. I really enjoy being with and talking to people. _____Usually

____________________ ____________________ _____Sometimes

____________________ ____________________ _____Never

7. I can get a job done well even if people are hurrying or distracting me. (pressure--interruptions)

____ ____

____ ____

____ Usually

____ Sometimes

____ Never

8. I like working or being around dangerous places and situations. (storms--heights--disasters--personal risk)

____ ____

____

____ Usually

____ Sometimes

____ Never

9. I like traveling and being away from home for long periods.

____ ____

____

____ Usually

____ Sometimes

____ Never

10. I like working with and being around animals.

____ ____

____ ____

____ Usually

____ Sometimes

____ Never

C. Now, write three occupations in which your abilities or interests would be very helpful.

____ ____ ____

D. Finally, choose only one occupation (it may be from the above three) which you really prefer and in which you possibly could see yourself some day. Complete the information below using the Occupational Outlook Handbook, 1974-75.

Occupation: ____

Three interests or abilities necessary in this occupation:

____

____

____

Amount of training or schooling ____________________

Salary range ____________________

Why I chose this occupation:

____

____

____

OCCUPATIONS LIST

1. actress
2. agronomist
3. air traffic controller
4. ambulance driver
5. animal eviserator
6. aquarist
7. athletic coach
8. architect
9. bacteriologist
10. barber
11. biologist
12. bricklayer
13. bridal consultant
14. building contractor
15. bus driver
16. carpenter
17. cargo agent
18. cashier
19. car salesperson
20. counselor
21. choreographer
22. comedian
23. commercial fisherman
24. composer
25. crane operator
26. credit manager
27. dairy herder
28. dentist
29. electrician
30. firefighter
31. food checker
32. grocer
33. gunsmith
34. homemaker
35. hotel clerk
36. insurance agent
37. interior decorator
38. inventor
39. jackhammer operator
40. jeweler
41. jockey
42. journalist
43. lens grinder
44. librarian
45. life guard
46. lumberyard worker
47. marriage counselor
48. mechanic (auto)
49. meteorologist
50. minister
51. news analyst
52. nurse
53. payroll clerk
54. pet shop attendant
55. pharmacist
56. photographer
57. physician
58. pilot (airline)
59. price marker
60. psychiatrist
61. receptionist
62. recreation director
63. secretary
64. social worker
65. stewardess
66. tailor
67. teacher
68. telephone repairer
69. tennis pro
70. tree surgeon
71. veterinarian
72. welder
73. wheat farmer
74. writer
75. X-ray technician

EVALUATION SHEET

Think about your answers on the Ability and Interest Inventory. Answer the following questions to yourself.

1. How much do I really want to work in this occupation?
2. Do I really have the abilities or interests for this occupation?
3. Am I willing to spend the time and amount of training required for this occupation?
4. Have I talked to other people about this occupation?

CAREER GENERALIZATION:

Choice of career usually involves an optimization of greater and lesser needs.

CAREER OBJECTIVE:

The student will identify the components (positive and negative aspects) of a career-related decision.

PERFORMANCE OBJECTIVE:

Given an Activity Sheet, the student will list at least ten positive and negative aspects in given situations.

MATERIALS:

*Gameboard for Bridge Over Troubled Waters
*Directions for the game
*Activity Sheet
*One die
Four game pieces
Pen or ballpoint

PREPARATION:

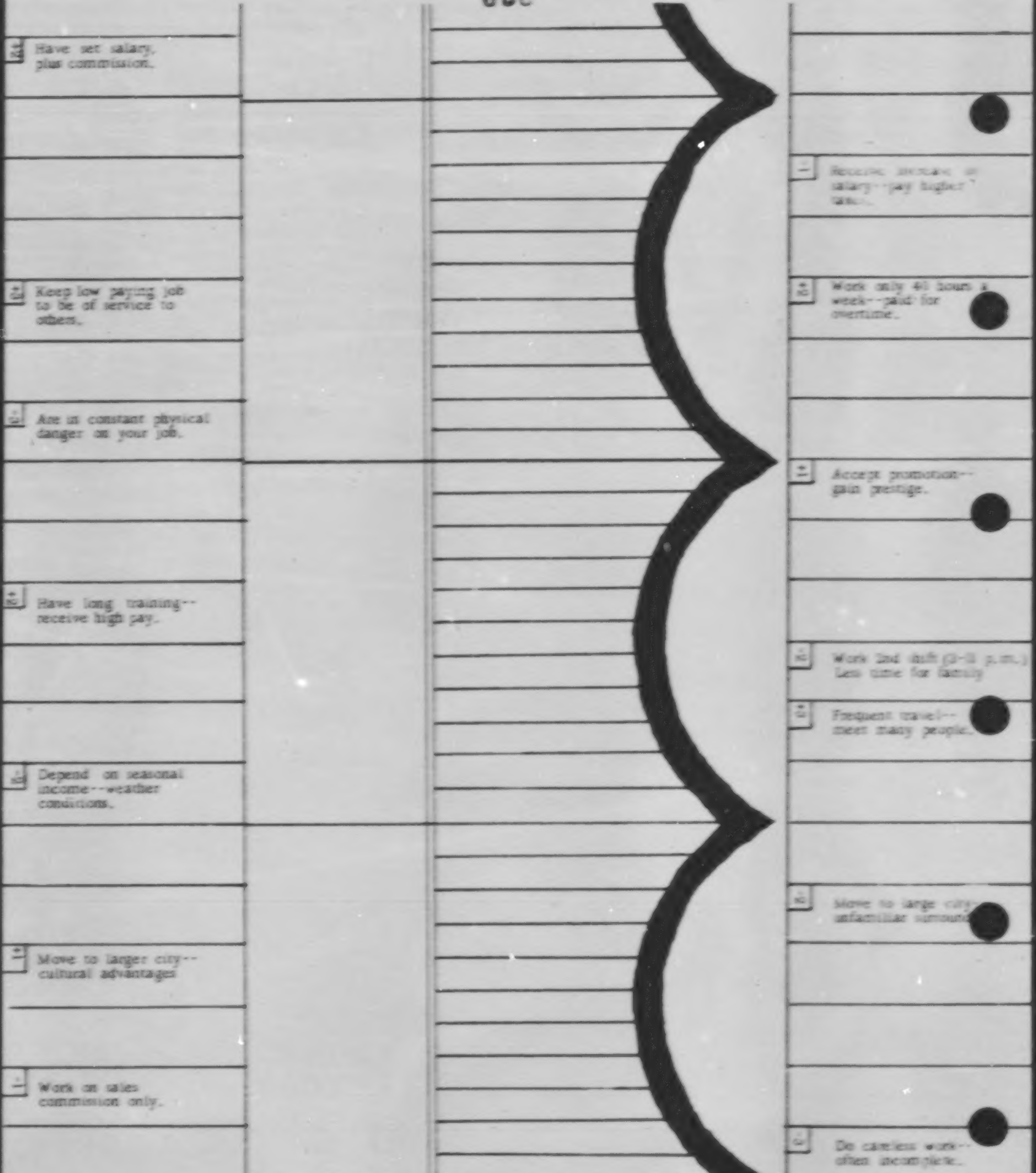
Put game materials in a learning center. Duplicate copies of the Activity Sheet. The game is designed for two to four players.

PROCEDURE:

Explain that this game is an independent activity. Students are to play the game, following the directions, and then complete the Activity Sheet.

EVALUATION:

Informally check the Activity Sheets.


+3 Have set salary, plus commission.
+2 Keep low paying job to be of service to others.
-2 Are in constant physical danger on your job.
+5 Have long training--receive high pay.
-5 Depend on seasonal income--weather conditions.
+1 Move to larger city--cultural advantages
-1 Work on sales commission only.
-1 Receive increase in salary--pay higher taxes.
+5 Work only 40 hours a week--paid for overtime.
+1 Accept promotion--gain prestige.
-5 Work 2nd shift (3-11 p.m.) Less time for family
+2 Frequent travel--meet many people.
-5 Move to large city--unfamiliar surroundings
-2 Do careless work--often incomplete.
5609A

DIRECTIONS FOR BRIDGE OVER TROUBLED WATERS

The purpose of this game is to develop an awareness that all decisions involve positive and negative points.

The game is designed for two (2) to four (4) players.

To begin, a high throw of the die determines the starting player. The play moves counter-clockwise. Place game pieces on the starting line. With each throw of the die, the player moves the number of spaces on the die. When the player lands on a situation square, he moves forward (+) or backward (-) according to the number in the square. The game begins on the top row and then continues across the bottom of the gameboard. The player who crosses the finish line first wins.

ACTIVITY SHEET

FOLLOW-UP FOR BRIDGE OVER TROUBLED WATERS

Consider the following situations and give at least one positive and negative aspect (advantage and disadvantage) for each.

1. Move to larger city:

   A.

   B.

2. Receive an increase in salary:

   A.

   B.

3. Have a job which involves physical danger:

   A.

   B.

4. Work 2nd shift (3:00 - 11:00 p.m.):

   A.

   B.

5. Work on sales commission only:

   A.

   B.

6. Job involves frequent travel:

   A.

   B.

Social Studies: Categorizing information 5609B
Language Arts: Word recognition

CAREER GENERALIZATION:

Choice of career usually involves an optimization of greater and lesser needs.

CAREER OBJECTIVE:

The student will compare and contrast the consequences of different career decisions.

PERFORMANCE OBJECTIVE:

Given the game, "Choose the Consequences," the student will match the job with the different consequences.

MATERIALS:

*Set of game cards
*Directions for "Choose the Consequences"
*"Choose the Consequences" game board
*Game Information Sheet
*Evaluation Check Sheet
*Answer key for Evaluation Check Sheet
Pencil or pen
Game pieces

PREPARATION:

Cut out the game cards along the lines; laminate the cards and the game board. Identify and discuss all words and phrases in this activity that may be new to the students before they begin the game. Have children read the information sheet. Discuss with them some of the consequences of different career decisions.

PROCEDURE:

Place the game board and cards, with directions, in a center for independent work. Five to six students can play the game at a time.

EVALUATION:

Check to see that the students have completed the Evaluation Check Sheet with 75% accuracy. If not, have the students play the game again.

5609 B DANGER IN WORK	5609 B DANGER IN WORK	5609 B DANGER IN WORK	5609 B DANGER IN WORK
5609 B SEASONAL WORK	5609 B SEASONAL WORK	5609 B SEASONAL WORK	5609 B SEASONAL WORK
5609 B SEASONAL WORK	5609 B SALARY CHANGE	5609 B SALARY CHANGE (WORK ON COMMISSION)	5609 B SALARY CHANGE (WORK ON COMMISSION)

Telephone Lineperson

Coal Miner

Roofing Worker

Dynamite Worker

Wheat Farmer

Combine Operator

A Gardner

Price Marker

A Waitress/Waiter

Taxi Driver

Taxi Driver

A Pro Ballplayer

5609 B LONG TRAINING	5609 B LONG TRAINING	5609 B LONG TRAINING	5609 B LONG TRAINING
5609 B IRREGULAR SALARY (WORK ON COMMISSION)	5609 B IRREGULAR SALARY (WORK ON COMMISSION)	5609 B IRREGULAR SALARY (WORK ON COMMISSION)	5609 B IRREGULAR SALARY (WORK ON COMMISSION)
5609 B GOOD PAY	5609 B GOOD PAY	5609 B GOOD PAY	5609 B GOOD PAY

Veterinarian

Lawyer

Dentist

Doctor

Car Salesperson

Clerk

Avon Agent

Insurance Agent

Golf Pro

Movie Star

Comedian

An Astronaut

5609 B SALARY CHANGE (WORK ON COMMISSION)	5609 B SEASONAL WORK	5609 B SALARY CHANGE	5609 B LONG TRAINING
5609 B SEASONAL WORK	5609 B DANGER IN WORK	5609 B DANGER IN WORK	5609 B DANGER IN WORK
5609 B GOOD PAY	5609 B SEASONAL WORK	5609 B SEASONAL WORK	5609 B DANGEROUS WORK

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Surgeon

Rock Group Musician

Bridal Consultant

Newspaper Carrier

Lumberjack

Police Officer

Welder

Model

Mining Engineer

Camp Counselor

Fruit Grower

Computer Programmer

CHOOSE THE CONSEQUENCES

DIRECTIONS:

This game is for 5-6 players. Shuffle the cards and place them in the middle of a table with job titles up. The players draw cards in turn and give an answer, which is a consequence of having the job shown on the front side of the card. They may check the back side of the card for the correct answer. The game starts at the 50 yard line and players move their markers toward opposite goals. For correct answers, players move 10 yards forward; for incorrect answers, 10 yards backwards. Six points are received for crossing the goal line and one extra point is given if the next card is correctly answered. The marker is then returned to the 50 yard line and the game is continued. When the cards are exhausted, the player or team with the most points wins.

10
20
30
40
50
40
30
20
10
GOAL

GAME INFORMATION SHEET

Long Training

Jobs that require more education usually pay more. Dentists, lawyers and doctors take a long time to be trained. Their skills are considered important by people and are costly.

Salary Change

Some workers are not paid a regular set amount of money. Some sales persons are paid according to how much they sell. They work on a commission. If they sell a lot, they earn a lot. When they sell less, they earn less. Successful salespeople are among the highest paid workers in the world.

Certain other workers are paid only for each "piece" of work done; pieceworkers. They receive an amount of money for each hat, radio or box of cherries completed. They are very fast workers or else they could not make enough money.

Seasonal Workers

Workers who get work for only parts of the year usually do not earn as much as workers who work the year round. Fruitpickers have to go where the crop is and so work mainly during the harvest season. For this reason they are called "seasonal workers".

Danger In Work

People who take chances or risks in their work usually make more money. Sometimes they risk their lives, like the workers who paint bridges or work with explosives. These workers will usually earn more money than those who do not take these risks.

EVALUATION CHECK SHEET

Put a check in one of the columns after each job which is a consequence of that job.

JOBS	SEASONAL WORK	SALARY CHANGE	LONG TRAINING	DANGER IN WORK	GOOD PAY
1. Coal miner					
2. Doctor					
3. Dentist					
4. Lawyer					
5. Newspaper Carrier					
6. Movie Star					
7. Roofing Worker					
8. Dynamite Worker					
9. An Astronaut					
10. A Gardener					
11. A Pro Ballplayer					
12. A Waitress/Waiter					
13. Insurance Agent					
14. Avon Agent					
15. Clerk					
16. Veterinarian					

JOBS	SEASONAL WORK	SALARY CHANGE	LONG TRAINING	DANGER IN WORK	GOOD PAY
17. Taxi Driver					
18. Wheat Farmer					
19. Combine Operator					
20. Bridal Consultant					
21. Telephone Lineperson					
22. Bus Driver					
23. Golf Pro					
24. Car Salesperson					
25. Price Marker					
26. Comedian					
27. Rock Group Musician					
28. Lumberjack					
29. Camp Counselor					
30. Mining Engineer					
31. Police Officer					
32. Fruit Grower					
33. Computer Programmer					
34. Model					
35. Welder					

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KEY

Evaluation Check Sheet

1. Coal Miner - Danger in Work
2. Doctor - Long Training
3. Dentist - Long Training
4. Lawyer - Long Training
5. Newspaper carrier - Salary change
6. Movie Star - Good Pay
7. Roofing Worker - Danger in Work
8. Dynamite Worker - Danger in Work
9. An Astronaut - Good Pay
10. Gardener - Seasonal Work
11. Pro Ballplayer - Seasonal Work
12. Waitress/Waiter - Salary Change
13. Insurance Agent - Salary Change
14. Avon Agent - Salary Change
15. Clerk - Salary Change
16. Veterinarian - Long Training
17. Taxi Driver - Salary Change
18. Wheat Farmer - Seasonal Work
19. Combine Operator - Seasonal Work
20. Bridal Consultant - Seasonal Work
21. Telephone Lineperson - Danger in Work
22. Bus Driver - Salary Change
23. Golf Pro - Salary Change
24. Car Salesperson - Salary Change
25. Price Marker - Seasonal Work
26. Comedian - Salary Change
27. Rock Group Musician - Salary Change
28. Lumberjack - Danger in Work
29. Camp Counselor - Seasonal Work
30. Mining Engineer - Danger in Work
31. Police Officer - Danger in Work
32. Fruit Grower - Seasonal Work
33. Computer Programmer - Good Pay
34. Model - Seasonal Work
35. Welder - Danger in Work

CAREER GENERALIZATION:

Choice of career usually involves an optimization of greater and lesser needs.

CAREER OBJECTIVE:

The student will analyze the components of a career-related decision in terms of projected consequences.

PERFORMANCE OBJECTIVE:

The student will analyze six (6) described work situations and list at least three (3) advantages and/or disadvantages for each.

MATERIALS:

*Situations
*Activity Sheet
*Answer Key
Pen or Pencil

PREPARATION:

Duplicate at least three (3) copies of the Situations and sufficient copies of the Activity Sheet. Place the materials in a learning center.

PROCEDURE:

Explain that this is an independent activity. Students are to read the Situations carefully, analyze factors and then complete the Activity Sheet. They may check their work on the Answer Key.

EVALUATION:

The student should complete the Activity Sheet with 90% accuracy.

5609C

SITUATIONS

1. Promotion:

Derek Dean is married and has three children in elementary school. He works for an insurance company and has been offered a promotion with a considerable increase in salary. The raise is appealing, although he would have to pay more taxes. Taking the promotion, however, will mean moving to a distant, unfamiliar city. The city is larger and offers cultural opportunities, but the children dread going to a new school.

2. Travel:

Paul Yates is an over-the-road truck driver. He was recently married and is considering a change of occupation. He enjoys driving, but sitting in one place for hours at a time can be tiring, especially under the strain of continuous driving at night. He is well paid, but the work required being away from his wife and friends for days or even weeks.

3. Long Training

Karelyn Miller enjoys working with people and is thinking of being a social worker. There are many opportunities available, but a bachelor's degree, preferrably in social welfare, generally is the minimum educational requirement for beginning jobs in social work. Certain specialized areas require a master's degree. This training is expensive and will take several years. Karelyn is anxious to get involved and thinking of going to work at a local day care center where pay is comparatively lower.

4. Salary Change:

Mrs. Smith works as a salesperson in a department store. She is not paid a regular salary every week. Some weeks she makes more, and some weeks she makes less. She is paid according to how much she sells. Her hours are irregular; sometimes she has to go earlier, and sometimes she has to work later. The 20% discount that she gets off of anything that is bought at the store is really appreciated by Mrs. Smith. This really cuts her cost of living. She likes her work.

5. Seasonal Worker:

Mr. Carlos Martiniz does construction work. He works for a large company, constructing buildings, highways, dams, and airports. Construction work is physically strenuous, since it requires frequent bending, stooping and heavy lifting. Much of the work is performed outdoors, and some work time is lost because of bad weather. His work takes him to many different cities, which takes him away from his family often. He is a member of a unionized group. Union minimum hourly wage average from $5.57 to $7.27 an hour.

6. Dangerous Work:

Mr. Arthur Scott works as a Lineman for an electric company. Sometimes he is involved with danger with his work. His job consists of maintaining the network of powerlines that carry electricity from the generating plants to consumers. He installs, replaces, and repairs equipment. He is on call at all times even after he completes his regular job schedule. The people he works with are most enjoyable. He likes his work very much. His pay is very good; the average hourly earning for a lineperson is about $5.95.

SITUATIONS ACTIVITY SHEET

Analyze each of the given situations, and list at least three advantages and/or disadvantages for each.

1. a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

   e. ______________________________

2. a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

   e. ______________________________

3. a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

   e. ______________________________

4. a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

   e. ______________________________

5. a. ______________________________

   b. ______________________________

   c. ______________________________

d. ______________________________

e. ______________________________

6. a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

ANSWER KEY TO SITUATIONS ACTIVITY SHEET

The following are possible answers for the given situations.

1. a. increase in salary +
   b. pay higher taxes -
   c. move to distant, unfamiliar city -
   d. large city offers cultural opportunities +
   e. children dread going to a new school -

2. a. enjoys driving +
   b. sitting is tiring -
   c. strain of driving at night -
   d. well paid +
   e. requires being away from family and friends -

3. a. long training -
   b. expensive training -
   c. enjoys working with people +
   d. many opportunities available +
   e. specialized areas require master's degree -

4. a. irregular hours -
   b. 20% discount on all purchases +
   c. not limited to a set salary +
   d. likes her work +
   e. irregular salary -

5. a. strenuous work -
   b. away from family -
   c. good hourly wage +
   d. has some time off +
   e. get a chance to travel +

6. a. irregular schedule -
   b. likes his work +
   c. good hourly wage +
   d. involves danger -
   e. likes people he works with +

CAREER GENERALIZATION:

Choice of career involves an optimization of greater and lesser needs.

CAREER OBJECTIVE:

The student will evaluate the alternatives in a career-related decision to produce an optimal decision in relation to his/her personal needs, values, and aspirations.

PERFORMANCE OBJECTIVE:

Given a work Situation, the student will role-play it, making a decision and giving reasons for it.

MATERIALS:

*Situations (See obj. c)

PREPARATION:

Beforehand, students will need some preparation on how to role-play. A discussion on the situations and the purpose of role-playing them would be beneficial.

PROCEDURE:

Have the students work in groups of 2 or 3, spending some time preparing before presenting their situation to the class. Explain that they are to evaluate the facts given and tell how they would respond in the given situation.

EVALUATION:

The student will participate successfully in one role-playing situation.

CAREER GENERALIZATION:

Getting along with people is an important part of a successful career.

CAREER OBJECTIVE:

The student will identify some human relations and communication skills that are important to a successful career.

PERFORMANCE OBJECTIVE:

The student will match communication skills needed for specific occupations on a worksheet, with 80% accuracy.

MATERIALS:

*Work-Skills Sheet
*Directions for game
*Worker Information Sheet
*Answer Key
*Category Quick Worksheets (3)
*Category Quick Directions
*Job Skill Cards
Pencil
Paper

PREPARATION:

This activity can be done by individuals at a learning center, by small groups, or by a large group. Reproduce as many Work Skills Sheets as you need.

PROCEDURE:

Use Worker Information Sheet and any other material available to become better acquainted with the different jobs on the Work Skills Sheet.

Identify and discuss all words and phrases that may be new to your students before you begin.

Students will place a check under each skill that the worker would need to do the job.

EVALUATION:

The student should be able to complete the Category Quick Activity with about 80% accuracy.

EXPANSION ACTIVITY:

Informally start a discussion, "I once heard about a clerk who could not count money." Then ask the class to tell you if they thought the clerk would be successful in his/her job.

WORK-SKILLS SHEET

	organizing skills	good grammar skills	problem solving skills	can understand other people	planning skills	ability to influence others
RECEPTIONIST						
SHEET-METAL WORKER						
FLOOR MANAGER						
STOCK CLERK						
INSPECTOR						
JOBBER						
DENTAL ASSISTANT						
LINE PERSON						
CARPET LAYER						
SANITARIAN						

DIRECTIONS FOR GAME

On the top line of the worksheet you will see a list of several skills, some of which you may have learned at school, others you may have acquired in different ways. Along the left column of the worksheet is a list of occupations which require some skills and abilities. Place a check under each skill that each worker would need in order to do the job well.

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WORKER INFORMATION SHEET

RECEPTIONIST---------is a hostess who may give the caller his first impression of an entire organization.

SHEET-METAL WORKER---installs ventilating, air conditioning, and warm air heating systems in homes, offices, factories, stores and other buildings.

FLOOR MANAGER--------manages and coordinates the activities of workers in one department of a store. He/she assigns duties to other employees, hears customers complaints, and reorders new stock for his/her department.

STOCK CLERK----------counts, sorts, and weighs merchandise; fills orders, prepares inventories, keeps a record of goods received and issued.

INSPECTOR------------must examine closely items that are manufactured to make sure they operate properly.

JOBBER/DISTRIBUTOR---stocks thousands of different products, buying them at his own risk and trusting his knowledge of the market for resale to retail stores and business users.

DENTAL ASSISTANT-----performs duties which relieve the dentist from clerical and minor routine tasks.

LINE PERSON----------contracts and maintains the network of power lines which carries electricity from generating plants to consumers. His/her work consists of installations, equipment replacements, repairs, and routine maintenance work.

CARPET LAYER---------first, inspects the floor to be covered to determine its conditions. Second, plans his layout carefully to minimize waste of materials.

SANITARIAN-----------is a specialist in environmental health. The sanitarian has many jobs that help protect us. He/she examines food plants and water supplies. He/she may get a sample of food or water and have it tested.

5610A

WORK-SKILLS ANSWER KEY

1. RECEPTIONIST----------good grammar skills
   can understand other people
2. SHEET-METAL WORKER----planning skills
3. FLOOR MANAGER---------problem solving
   organizing skills
4. STOCK CLERK-----------organizing skills
5. INSPECTOR-------------problem solving skills
6. JOBBER/DISTRIBUTOR----problem solving skills
7. DENTAL ASSISTANT------organizing skills
   can understand other people
8. LINE PERSON-----------planning skills
9. CARPET LAYER----------planning skills
10. SANITARIAN------------problem solving

CATEGORY QUICK WORKSHEET (1 page of 3)

RECEPTIONIST	SHEET-METAL WORKER	FLOOR MANAGER	STOCK CLERK

CATEGORY QUICK WORKSHEET (2nd page of 3)

INSPECTOR	JOBBER/DISTRIBUTOR	DENTAL ASSISTANT	LINE PERSON

CATEGORY QUICK WORKSHEET (3rd page of 3)

CARPET LAYER	SANITARIAN

CATEGORY QUICK DIRECTIONS

A playing board headed with 10 jobs. The job skills are on cards. The students have about 15 minutes to fill in the space under each job with a card or cards with that skill or skills that may be used to do that job.

5610A ORGANIZING SKILLS	5610A ORGANIZING SKILLS	5610A ORGANIZING SKILLS	5610A GOOD GRAMMAR SKILLS
5610A GOOD GRAMMAR SKILLS	5610A GOOD GRAMMAR SKILLS	5610A PROBLEM SOLVING SKILLS	5610A PROBLEM SOLVING SKILLS
5610A PROBLEM SOLVING SKILLS	5610A CAN UNDERSTAND OTHER PEOPLE	5610A CAN UNDERSTAND OTHER PEOPLE	5610A CAN UNDERSTAND OTHER PEOPLE
5610A PLANNING SKILL	5610A PLANNING SKILL	5610A PLANNING SKILL	5610A ABILITY TO INFLUENCE OTHERS
5610A ABILITY TO INFLUENCE OTHERS	5610A ABILITY TO INFLUENCE OTHERS		

CAREER GENERALIZATION:

Getting along with people is an important part of a successful career.

CAREER OBJECTIVE:

The student will compare and contrast the settings in which specific human relations and communication skills are most appropriate for productive results.

PERFORMANCE OBJECTIVE:

The student will match some different occupations with some skills that are needed for that occupation.

MATERIALS:

*Occupations and Skills Worksheet
*Answer Key
Pencils

PREPARATION:

Reproduce as many copies as needed of the worksheet. Lead a discussion on the importance of communication skills in getting along on the job.

PROCEDURE:

Place the material necessary to do this activity in a learning center. Students should read and follow the directions. After the activity is completed, the students may use the key to check their selections. They may discuss among themselves why they made their selections.

EVALUATION:

Informally check the students' work to see that they understand the importance of communication skills in working with others.

OCCUPATIONS AND SKILLS WORKSHEET

Each person has abilities. (An ability means that you can do something like read, run, talk, etc.) Getting along with people is an important part of a successful career.

Study the list of jobs numbered 1 through 18. On the left is a list of skills needed to get along with people. Place the number of the jobs that might use each skill in the blank by the skills.

________show respect for others

________understand self

________assume responsibility

________accept other people

________cooperate with others

________ability to influence others

________understand others

________spell correctly

________be able to pronounce words distinctly

________listen well to others

________solve a problem

________able to organize a job

________read well

1. architect
2. delivery person
3. doctor
4. electrician
5. painter
6. contractor
7. plumber
8. police officer
9. postal worker
10. forester
11. logger
12. carpenter
13. secretary
14. truck driver
15. telephone operator
16. schedule maker for airlines
17. librarian
18. payroll clerk

After you have completed the work, look over the answers and check them on the answer key. List the skills that are needed for all of the jobs.

ANSWER KEY

1-18	Show respect for others
1-18	Understand self
1-18	Assume responsibility
1-18	Accept others
1-18	Cooperate with others
1-18	Ability to influence others
1-18	Understand others
2,13,15,	Spell correctly
16,18	Spell correctly
13,15,16	Be able to pronounce words distinctly
8,15,16	Listen to others
1-18	Solve a problem
4,5,6,12	Able to organize a job
2,9,13,17	Read well

Social Studies: Problem solving (human relations)
Language Arts: Communications

CAREER GENERALIZATION:

Getting along with people is an important part of a successful career.

CAREER OBJECTIVE:

The student will analyze a situation and determine the human relations and communication skills most appropriate for achieving positive results.

PERFORMANCE OBJECTIVE:

The student will match the words on the Word Cards with the meanings on the game board, with 80% accuracy.

MATERIALS:

*Tic Tac Find Board
*Word Cards
*Key
*Game Directions

PREPARATION:

Have a dictionary lesson and a discussion on the words on the Word Cards.

Place the Tic Tac Find Board, cards, and directions in a center.

PROCEDURE:

Allow the students to play the game and check their work on the Key.

EVALUATION:

Informally check the students' work.

1. 5610C

People who work
and play together
__________ on
one another.

2. 5610C

Sometimes we
__________ our
responsibilities.

3. 5610C

An individual's
responsibilities
__________ as he or
she grows up.

4. 5610C

Two people can get
more work done if
they __________.

5. 5610C

It is important to
consider the __________
of others when working
or playing.

6. 5610C

When two people
disagree, it is sometimes
best to __________.

7. 5610C

The duties and tasks
a person has are
his __________.

8. 5610C

Some people learn to
plan, organize, and
__________ work and
play activities.

9. 5610C

Everyone playing a
game needs to know
the __________.

WORD CARDS

5610C 1. COOPERATE	5610C 2. DEPEND	5610C 3. CONTROL
5610C 4. FEELINGS	5610C 5. SHARE	5610C 6. RULES
5610C 7. RESPONSIBILITIES	5610C 8. COMPROMISE	5610C 9. CHANGE
5610C 10. RESPECT	5610C 11. ACCEPTANCE	5610C 12. SELF-RESPECT
5610C 13. COOPERATION	5610C	5610C

ANSWER KEY

TIC TAC FIND

1. Depend
2. Share
3. Change
4. Cooperate
5. Feelings
6. Compromise
7. Responsibilities
8. Control
9. Rules

TIC TAC FIND

DIRECTIONS:

This game is played in the same way you play Tic Tac Toe. The only difference is that once you choose a box you MUST answer the question in that box. After you give the word for the blank, then choose a card from the card stack that has the same word, put a zero _0_ in the box (in pencil.) The other player then takes his turn and does the same thing using the letter _X_. Remember, to win you must have three boxes in a row. Caution: an incorrect answer is a box for your opponent. Check your answers on the Answer Key.

CAREER GENERALIZATION:

Getting along with people is an important part of a successful career.

CAREER OBJECTIVE:

The student will evaluate his/her own competencies in human relations and communications skills in a variety of settings.

PERFORMANCE OBJECTIVE:

The student will fill in the communications and Human Relations Skills, assess his or her own communication skills.

MATERIALS:

*Communications and Human Relations Skills checklist
Pencils

PREPARATION:

Reproduce as many copies of the checklist as you need.

PROCEDURE:

Place the copies of the checklist in a learning center, or with a small group of 3 or 4 students. Have each student fill in the checklist, then have them discuss each others responses.

EVALUATION:

Informally question the students who have completed the checklist. Ask them why they checked some of the responses.

Ask students to look over their responses. Notice the questions they marked in the columns "always" and "often". Start thinking what they can do to correct the problem.

COMMUNICATIONS AND HUMAN RELATIONS CHECKLIST

Communicating and relating to other people is sometimes a difficult process. Do you know how well you communicate, and relate to other people? Read each question. Then decide how often you behave the way the question asks. Put a check in one of the boxes marked "always", "often", "sometimes", "seldom", and "never".

HOW DO YOU RELATE TO OTHER PEOPLE?	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
Do you dislike talking with people?	___	___	___	___	___
Do you talk at people instead of with them?	___	___	___	___	___
Do people avoid talking with you and asking your ideas?	___	___	___	___	___
Do you talk only with people who support your ideas?	___	___	___	___	___
Do you feel you have to keep the conversation moving?	___	___	___	___	___
Do you use words or a tone of voice that "puts people down?"	___	___	___	___	___
Do you find it hard to agree with other people?	___	___	___	___	___
Do you have certain words that make you lose your temper?	___	___	___	___	___
HOW DO YOU COMMUNICATE WITH OTHERS?					
Do you nag when you are talking to someone?	___	___	___	___	___
Do you argue instead of discussing differences of opinions?	___	___	___	___	___
Do you lose your temper when you are not understood?	___	___	___	___	___
Do you sometimes boast to get your point accepted?	___	___	___	___	___

HOW CLEARLY DO YOU SPEAK?	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
Do you use "and", "err", "uah", or "you know" a lot?					
Do you use profanity when you talk?					
Do you feel that when a meaning is clear to you, it is clear to someone else?					
Do you substitute words like "whatchama-call-it", or "What's his face"?					
Do you mumble or speak so softly that people cannot hear you?					

HOW WELL DO YOU LISTEN?					
Do you accept what is said just because of who said it?					
Do you listen more for facts than ideas?					
Are you easily distracted by sights and sounds?					
Do you "tune out" when you feel you know what is being said?					
Do you judge what was said before you hear all that was said?					

HOW DO YOU CONSIDER FEELINGS IN COMMUNICATION?					
Do you fail to show respect for the feelings of others?					
Do you find it hard to feel what the other person is feeling?					
Do you overlook nonverbal meanings and signs?					
Do you fail to help the other person deal with his feelings?					

CITE

CAREER GENERALIZATION:

Different job functions require different clothing, equipment, instruments, and/or tools.

CAREER OBJECTIVE:

The student will identify the clothing, equipment, instruments and/or tools related to different occupations.

PERFORMANCE OBJECTIVE:

Given a list of tools and a list of workers, the student will match the tools to the workers with 75% accuracy.

MATERIALS:

*CITE Tic Tac Toe Job Cluster **Cards** (15)
*CITE Tic Tac Toe Caller Cards 9 per cluster (15 clusters)
*CITE Matching Sheet
*CITE Answer Key
Washable felt tip pens

PREPARATION:

The TIC TAC TOE game is played by groups of 3 people, 2 as players and 1 as caller. However, since there are 15 different cards, several groups of 3 may play the game at the same time, each group using a different card. Laminate the cards.

PROCEDURE:

Put the game materials in a learning center. Several (3-4) groups of 3 may play at the same time. One person out of each group of 3 will be the caller. The caller should follow the directions on the caller's envelope. The other 2 people in the group are the players. The 2 players share the same card. Each of the 15 different Cluster Cards have 9 representative jobs from that cluster arranged like a TIC TAC TOE game. The caller's cards are 9 cards with clothing, equipment, instruments or tools from that cluster. The caller picks a card from his 9 cards and reads the name on it. The two players, one using an X and one an O, take turns trying to connect the tools, equipment, etc., with a particular job on the Cluster Card. If they connect it correctly they can place their X or O in that space. If they have an incorrect answer, the other player gets their X or O in the space. Three X's or three O's in a row, column or diagonal, wins the game. Winning is purely a matter of chance and on some games there will be no winner. The key for the Caller Cards is on the cards.

EVALUATION:

The student should be able to complete the CITE evaluation sheet with 75% accuracy. They should not do the evaluation sheet until they have played the game with all 15 of the Cluster Cards. If they do not get 75% correct, have them play the game again.

AGRI-BUSINESS AND NATURAL RESOURCES

1 Butcher ________	2 Agronomist ________	3 Nursery owner ________
4 Crop duster ________	5 Irrigator ________	6 Dairy Herder ________
7 Rancher ________	8 Combine operator ________	9 Oil rigger ________

BUSINESS AND OFFICE

1 File clerk ________	2 Systems analyst ________	3 Stenographer ________
4 Secretary ________	5 Calculator operator ________	6 Receptionist ________
7 Accountant ________	8 Purchasing agent ________	9 Payroll clerk ________

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COMMUNICATION AND MEDIA

1 Commercial artist ________	2 Reporter ________	3 Telegrapher ________
4 Typesetter ________	5 Lineperson ________	6 Television newswriter ________
7 Telephone repairperson ________	8 Book binder ________	9 Printer ________

CONSTRUCTION

1 Mason ________	2 Bulldozer operator ________	3 Plasterer ________
4 Cabinet maker ________	5 Crane operator ________	6 Roofer ________
7 Architect ________	8 Bricklayer ________	9 Plumber ________

CONSUMER AND HOMEMAKING

1 Dressmaker ________	2 Interior decorator ________	3 Upholsterer ________
4 Salad maker ________	5 Baker ________	6 Floral designer ________
7 Dry cleaner ________	8 Food checker ________	9 Child care ________

ENVIRONMENT

1 Forest ranger ________	2 Soil conservationist ________	3 Meteorologist ________
4 Surveyor ________	5 Landscaper ________	6 Lumberjack ________
7 City planner ________	8 Minerologist ________	9 Water tester ________

FINE ARTS
AND HUMANITIES

1 Rock group musician ________	2 Novelist ________	3 Portrait photographer ________
4 Actress ________	5 Make-up artist ________	6 Sculptor ________
7 Conductor ________	8 Booking agent ________	9 Stage hand ________

HEALTH

1 Receptionist ________	2 X-ray technician ________	3 Ambulance driver ________
4 Dentist ________	5 Researcher ________	6 Surgeon ________
7 Pharmacist ________	8 Dietician ________	9 Anesthetist ________

HOSPITALITY AND RECREATION

1 Waitress/ Waiter ________	2 Ski instructor ________	3 Quarterback ________
4 Jockey ________	5 Golf pro ________	6 Swimming instructor ________
7 Dance instructor ________	8 Tennis pro ________	9 Restaurant chef ________

MANUFACTURING

1 Welder __________	2 Grinder __________	3 Metal fabricator __________
4 Drill press operator __________	5 Motor assembler __________	6 Lens grinder __________
7 Electrical equipment engineer __________	8 Gunsmith __________	9 Diamond cutter __________

MARINE SCIENCE

1 Skin diver ________	2 Oceanographer ________	3 Submarine operator ________
4 Whaler ________	5 Lobster farmer ________	6 Salvager ________
7 Trawler ________	8 Marine oiler ________	9 Bacterologist ________

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MARKETING AND DISTRIBUTION

1 Cashier ________	2 Shipping and receiving clerk ________	3 Car sales person ________
4 Price marker ________	5 Jeweler ________	6 Grocer ________
7 Auto parts ________	8 Lumberyard worker ________	9 Deliverer ________

PERSONAL SERVICES

1 Barber ________	2 Manicurist ________	3 Mortician ________
4 Shoe repair ________	5 Chauffeur ________	6 Minister ________
7 Tax counselor ________	8 Bridal consultant ________	9 Pet groomer ________

PUBLIC SERVICES

1 Day care worker ________	2 Camp counselor ________	3 Life guard ________
4 Librarian ________	5 Security Officer ________	6 Animal shelter worker ________
7 Lawyer ________	8 Fire fighter ________	9 Traffic officer ________

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TRANSPORTATION

1 Truck driver ________	2 Stewardess/ Steward ________	3 Railroad engineer ________
4 Taxi driver ________	5 Train conductor ________	6 Mechanic ________
7 Radio operator ________	8 Merchant marine ________	9 Bus driver ________

AGRI-BUSINESS AND NATURAL RESOURCES

Caller cards

Meat cleaver square 1	Test tubes square 2	Greenhouse square 3
Airplane square 4	Sprinklers square 5	Milking machine square 6
Barb wire square 6 or 7	Combine square 8	Pipe wrench square 9

BUSINESS AND OFFICE

Caller Cards

File cabinet square 1	Computer square 2	Shorthand notebook square 3 or 4
Typewriter square 3 or 4	Adding machine square 5	Telephone square 6
Ledgers square 7	Order forms square 8	Paychecks square 9

COMMUNICATION AND MEDIA

Caller Cards

India ink square 1	Press badge, notepad square 2	Morse code square 3
Type square 4	Pole square 5 or 7	Typewriter square 2 or 6
Wire cutters square 5 or 7	Glue square 8	Printing press square 9

CONSTRUCTION

Caller cards

Cement square 1 or 8	Bulldozer square 2	Plaster square 3
Woodworking tools square 4	Crane square 5	Shingles square 6
Blueprints square 7	Bricks square 8 or 1	Pipe square 9

CONSUMER AND HOMEMAKING

Caller cards

Dress patterns square 1	Upholstery material square 2 or 3	Furniture square 2 or 3
Fruit, vegetables square 4	Flour, sugar, eggs square 5	Flowers, vases square 6
Cleaning fluid square 7	Cash register square 8	Toys square 9

ENVIRONMENT

Caller Cards

Fire fighting equipment square 1	Maps of farm land square 2 or 4	Radar square 3
Metal tape square 4	Shovels, spades square 5	Hatchets square 6
Blueprints square 7	Rocks, petroleum square 8	Chemicals square 9

FINE ARTS
AND HUMANITIES
Caller Cards

Musical instrument square 1	Typewriter square 2 or 8	Camera square 3
Script square 4	Make-up square 4 or 5	Clay, stone, metal, etc. square 6
Baton square 7	Tickets square 8	Carpenter tools square 9

HEALTH

Caller cards

Telephone and desk square 1	X-ray machine square 2	Special motor vehicle square 3
Drill square 4	Test tubes square 5	Scalpel square 6
Prescription square 6 or 7	Foods square 8	Anesthetic square 9

HOSPITALITY AND RECREATION

Caller cards

Serving tray for food square 1	Skiis square 2	Football square 3
Whip square 4	Golf clubs square 5	Swim suit square 6
Music square 7	Tennis racket square 8	Ovens, pots and pans, grill square 9

MANUFACTURING

Caller Cards

Gas and arc square 1	Goggles square 1 or 2	Metal bender square 3
Drill press square 4	Piston square 5	Glass square 6
Generator square 7	Firing pin square 8	Eye magnifying glass square 9

MARINE SCIENCE

Caller Cards

Scuba tank square 1	Echo sounder square 2	Radar square 3
Harpoon square 4	Lobster pots square 5	Cranes square 6
Fish net square 7	Pressure and temperature guages square 8	Test tubes and chemicals square 9

MARKETING AND DISTRIBUTION

Caller Cards

Cash register square 1	Invoices square 2 or 6	New cars square 3
Ink square 4	Gems square 5	Food square 6
Spark plugs square 7	Wood products square 8	Truck square 9

PERSONAL SERVICES

Caller cards

Clippers square 1 or 9	Nail polish square 2	Casket square 3
Leather dye square 4	Limousine square 5	Pulpit square 6
W-2 tax forms square 7	Wedding dress square 8	Comb square 1 or 9

PUBLIC SERVICES

Caller cards

Toys square 1	Swimsuit square 2 or 3	Card catalog square 4
Law books square 7	Flashlight and walkie-talkie square 5	Dog food square 6
Ladder and hoses square 8	Sturdy sports clothes square 2	Traffic tickets square 9

TRANSPORTATION

Caller Cards

Truck square 1	Airplane square 2	Train square 3 or 5
Taxi square 4	Tickets square 5	Pliers square 6
Short wave signals square 7	Ships square 8	Bus square 9

CITE

DIRECTIONS FOR CALLER'S ENVELOPE:

Turn all Caller Cards face down. Choose one of the cards at random for the Cluster Card the players are using. Read the item on the card. If the player whose turn it is can correctly match it with a worker on his card, he may put an O or X in that space. Players take turns. The caller checks the answer at each turn from his Caller Cards.

Clothing
Instruments
Tools
Equipment

Matching clothing, instruments, tools and equipment with workers from the 15 Job Clusters.

DIRECTIONS:

Match an item from the right hand column with a worker from the left hand column. Put the letters of the items from column 2 in the blanks in column 1. Match the item with the worker it is most commonly associated with.

1. ______ welder	a. script
2. ______ interior decorator	b. firing pin
3. ______ reporter	c. whip
4. ______ gunsmith	d. drill
5. ______ systems analyst	e. cleaning fluid
6. ______ stewardess/steward	f. pliers
7. ______ nursery owner	g. glue
8. ______ minister	h. oven, pots and pans, grill
9. ______ actress	i. meat cleaver
10. ______ dentist	j. scuba tank
11. ______ receiving clerk	k. gas and arc
12. ______ forest ranger	l. metal tape
13. ______ librarian	m. gems
14. ______ payroll clerk	n. prescription
15. ______ conductor	o. press badge, notepad

16. ______ tax conselor
17. ______ book binder
18. ______ jockey
19. ______ whaler
20. ______ dry cleaner
21. ______ mechanic
22. ______ butcher
23. ______ pharmacist
24. ______ architect
25. ______ restaurant chef
26. ______ life guard
27. ______ surveyor
28. ______ jeweler
29. ______ roofer
30. ______ skin diver

p. upholstery fabric
q. swimsuit
r. airplane
s. shingles
t. computer
u. pulpit
v. greenhouse
w. baton
x. fire fighting equipment
y. harpoon
z. invoices
aa. card catalogue
bb. W-2 tax forms
cc. paychecks
dd. blueprints

5611A

ANSWER KEY

Clothing
Instruments
Tools
Equipment

Matching clothing, instruments, tools and equipment with workers from the 15 Job Clusters.

DIRECTIONS:

Match an item from the right hand column with a worker from the left hand column. Put the letters of the items from column 2 in the blanks in column 1. Match the item with the worker it is most commonly associated with.

1. __k__ welder
2. __p__ interior decorator
3. __o__ reporter
4. __b__ gunsmith
5. __t__ systems analyst
6. __r__ stewardess/steward
7. __v__ nursery owner
8. __u__ minister
9. __a__ actress
10. __d__ dentist
11. __z__ receiving clerk
12. __x__ forest ranger
13. __aa__ librarian
14. __cc__ payroll clerk
15. __w__ conductor

a. script
b. firing pin
c. whip
d. drill
e. cleaning fluid
f. pliers
g. glue
h. oven, pots and pans, grill
i. meat cleaver
j. scuba tank
k. gas and arc
l. metal tape
m. gems
n. prescription
o. press badge, notepad

ANSWER KEY

16. bb tax conselor
17. g book binder
18. c jockey
19. y whaler
20. e dry cleaner
21. f mechanic
22. i butcher
23. n pharmacist
24. dd architect
25. h restaurant chef
26. q life guard
27. l surveyor
28. m jeweler
29. s roofer
30. j skin diver

p. upholstery fabric
q. swimsuit
r. airplane
s. shingles
t. computer
u. pulpit
v. greenhouse
w. baton
x. fire fighting equipment
y. harpoon
z. invoices
aa. card catalogue
bb. W-2 tax forms
cc. paychecks
dd. blueprints

CAREER GENERALIZATION

Different job functions require different clothing, equipment, instruments and/or tools.

CAREER OBJECTIVE

The student will compare and contrast the different functions of different clothing, tools, equipment, and instruments in a variety of occupations.

PERFORMANCE OBJECTIVE

Given a list of workers, the student will categorize them by similar clothing, equipment, and tool needs, with 75% accuracy.

MATERIALS

*Game Board, "What Do They Need?"
*Job Cards - 92
*Key for Game and Activity Sheet
*Activity Sheet "What Do They Need?"
*Directions for the game.
Pencils to do Activity Sheet

PREPARATION

Game Board and Job Cards should be put in a learning center. Reproduce as many copies of the Activity Matching Sheet as needed. Job Cards must be cut apart.

PROCEDURE

Place the materials needed in a learning center. The student will use the 92 Job Cards and place them under one of the eight headings of items on the game board. Some jobs will have more than one card because they use more than one of the eight items. Some Job Cards could fit under more than one heading. The student can check his work with the key.

EVALUATION

The student should be able to complete the Activity Sheet with 75% accuracy. The key for the Game Board may be used also for the Activity Sheet.

5611B ACTOR/ACTRESS	5611B PORTRAIT PHOTOGRAPHER	5611B MODEL	5611B MAGAZINE PHOTOGRAPHER
611B TOUR DIRECTOR	5611B COMMERCIAL ADVERTISING PHOTOGRAPHER	5611B BEAUTICIAN	5611B DRESSMAKER
5611B TAILOR	5611B FASHION DESIGNER	5611B COMMERCIAL ARTIST	5611B FLORIST
5611B MANICURIST	5611B PET GROOMER	5611B INTERIOR DECORATOR	5611B UPHOLSTERER
5611B NURSE	5611B PARK RANGER	5611B POLICE OFFICER	5611B FIREFIGHTERS
5611B HIGHWAY PATROL	5611B SURGEON	5611B ANESTHETIST	5611B WAITER/WAITRESS
5611B PRO-BASEBALL PLAYER	5611B PILOT	5611B BELL HOP	5611B AIRLINE CABIN ATTENDANT
5611B BUS DRIVER	5611B MAIL CARRIER	5611B PRO-FOOTBALL PLAYER	5611B DELIVERYPERSON
611B TRUCK DRIVER	5611B ELECTRIC SERVICEPERSON	5611B TELEPHONE SERVICEPERSON	5611B PLUMBER
5611B LANDSCAPER	5611B PARCEL POST MAIL CARRIER	5611B FIREFIGHTERS	5611B DOG CATCHER
611B CATTLE RANCHER	5611B UPHOLSTERER	5611B SOCIAL WORKER	5611B NOVELIST
5611B PLAYWRIGHT	5611B TELEVISION NEWSWRITER	5611B JOURNALIST	5611B REPORTER
5611B RECEPTIONIST	5611B. SECRETARY	5611B STENOGRAPHER	5611B BILLING CLERK
5611B PURCHASING AGENT	5611B RECIPE WRITER	5611B PARK RANGER	5611B HIGHWAY PATROL

5611B TRUCK DRIVER	5611B CROP DUSTER	5611B TAXI DRIVER	5611B DELIVERYPERSON
11B ONSERVATION OFFICER	5611B CITY PLANNER	5611B AMBULANCE DRIVER	5611B TRAVEL AGENT
5611B BUS DRIVER	5611B OCEANOGRAPHER	5611B TAXI DISPATCHER	5611B CHAUFFEUR
5611B BUTCHER	5611B MEAT PACKING PLANT WORKER	5611B EGG GRADER	5611B DIETICIAN
5611B LOBSTER FARMER	5611B PRODUCT TESTER	5611B RECIPE WRITER	5611B BAKER
5611B FOOD CHECKER	5611B CHEF	5611B WAITER/WAITRESS	5611B CATERER
5611B RESTAURANT MANAGER	5611B RETAIL GROCER	5611B WHOLESALE GROCER	5611B CARPENTER
5611B UPHOLSTERER	5611B SET DESIGNER	5611B STAGE HAND	5611B CABINET MAKER
611B ROOFER	5611B LUMBERYARD WORKER	5611B	5611B

KEY FOR GAME
"What Do They Need?"

CAMERA-
Actor/ Actress
Portrait Photographer
Press Photographer
Model
Magazine Photographer
Tour Director
Commercial Advertising

SCISSORS-
Barber
Beautician
Dressmaker
Tailor
Fashion Designer
Commercial Artist
Florist
Manicurist
Pet Groomer
Interior Decorator
Upholsterer

UNIFORM-
Nurse
Pro-football Player
Park Ranger
Police Officer
Fire Fighters
Highway Patrol
Surgeon
Anesthetist
Waitress/Waiter
Pro-baseball Player
Pilot
Bell Hop
Airline Stewardess
Bus Driver
Mail Carrier

TRUCK-
Delivery Person
Truck Driver
Electrician
Telephone Service Person
Plumber
Landscaper
Parcel Post Mail Carrier
Fire Fighter
Dog Catcher
Cattle Rancher
Upholsterer

TYPEWRITER-	Social Worker
	Novelist
	Playwright
	Television Newswriter
	Journalist
	Reporter
	Receptionist
	Secretary
	Stenographer
	Billing Clerk
	Purchasing Agent
	Recipe Writer
MAPS-	Park Ranger
	Highway Patrol
	Truck Driver
	Crop Duster
	Taxi Driver
	Delivery Person
	Conservation Officer
	City Planner
	Ambulance Driver
	Travel Agent
	Bus Driver
	Oceanographer
	Taxi Dispatcher
	Chauffeur
FOOD-	Butcher
	Packing Plant Worker
	Egg Grader
	Dietician
	Lobster Farmer
	Product Tester
	Recipe Writer
	Baker
	Food Store Checker
	Chef
	Waitress/Waiter
	Caterer
	Restaurant Manager
	Retail Grocer
	Wholesale Grocer
HAMMER-	Carpenter
	Upholsterer
	Set Designer
	Stage Hand
	Cabinet Maker
	Roofer
	Lumberyard Worker

ACTIVITY SHEET
FOR
"WHAT DO THEY NEED?"

List five careers that would use the following clothing, tools, equipment, or instruments as a main part of performing their job.

I. CAMERA

1.
2.
3.
4.
5.

II. SCISSORS

1.
2.
3.
4.
5.

III. UNIFORM

1.
2.
3.
4.
5.

IV. TRUCK

1.
2.
3.
4.
5.

V. TYPEWRITER

1.

2.

3.

4.

5.

VI. MAPS

1.

2.

3.

4.

5.

VII. FOOD

1.

2.

3.

4.

5.

VIII. HAMMER

1.

2.

3.

4.

5.

Directions for playing the game "What Do They Need?"

Each of the Job Cards will fit under at least one of the headings on the Game Board. If there is a job that you think might fit under more than one heading, put it under the one that is most important for that job. There is more than one of some of the Job Cards. For example: an upholsterer would use a truck and a hammer, so there are two Job Cards for upholsterer. You may check your answers with the Key.

CAREER GENERALIZATION:

Different job functions require different clothing, equipment, instruments, and/or tools.

CAREER OBJECTIVE:

The student will analyze an occupational task and determine the clothing, tools, equipment, and/or instruments necessary for those tasks.

PERFORMANCE OBJECTIVE:

The student should complete the Activity Sheet with 80% accuracy.

MATERIALS:

*Fact Sheets - 5
*Activity Sheet
*Answer Key
Pencil and Paper

PREPARATION:

Reproduce enough copies of the student Activity Sheet for each participating student.

PROCEDURE:

Place the Fact Sheets and copies of the Activity Sheets in a learning center. Have the students answer the questions on the Activity Sheet. They may check their work on the Answer Key or have you check it.

EVALUATION:

Check the students' Activity Sheet. They should complete the Activity Sheet with 80% accuracy.

* In package

10. Do you think it would be worth the money to have a career in the job that requires the most money to get started, compared with the other four careers? Why? (Use space below for your answer.)

FACT SHEET

Clothing, equipment, instruments, and/or tools
needed to start a career as a:

FINISH CARPENTER

Circular saw	$ 89.00
Sander	69.49
Jointer	94.50
Table saw	174.50
Sabre saw	63.88
Ladder	47.79
Hand saw	12.75
Coping saw	1.57
Keyhole saw	1.99
Dovetail saw	3.90
Hack saw	7.87
Miter box with saw	14.49
Electric drill	39.50
Bits for drill	15.18
Router	49.44
Wood boring bits	5.45
Counter sink	2.49
Nail Set	1.50
Hammer	6.39
Plastic tipped hammer	4.59

FINISH CARPENTER
(cont.)

Square		$ 6.79
Hand plane		11.49
Chisel		5.30
Stapler		9.43
Brace and bit set		19.99
Hand drill		7.09
Level		6.29
Marking guage		2.44
Chalk and plumb line		2.19
Set screwdrivers		4.28
Wrench set		1.50
Pliers set		3.48
Measuring tape		3.33
Scriber		1.99
Tool box		15.98
Overalls	3 pairs	7.47 each

FACT SHEET

Clothing, equipment, instruments, and/or tools needed to start a career as a:

DRESSMAKER

Sewing machine with cabinet	$349.95
Dress form	32.66
Pinking shears	9.69
Electric scissors	19.75
Scissors 5"	3.99
Scissors 7"	6.20
Cutting board	3.30
Small storage cabinet	16.99
Tape measure	.39
Dressmaker pins	.39
Needles	.60
Dressmakers chalk	.49
Tracing paper	.49
Tracing wheel	.39
Hem marker	2.95
Hem guage	.49

FACT SHEET

Clothing, equipment, instruments, and/or tools needed to start a career as a:

LAWYER
(starting with a law firm)

Office desk	$350.00
Desk chair	150.00
Side chairs	2 @ 150.00
End tables	2 @ 75.00
Coffee table	100.00
Lamps	2 @ 50.00
Framing for certificates, diplomas, etc.	75.00
Dictating equipment	500.00
Desk accessories	75.00
State statute (law) books	135.00
Bookcase	200.00

5611C

FACT SHEET

Clothing, equipment, instruments, and/or tools needed to start a career as an:

OUTSIDE PAINTER

Brush 4"	2 at $11.39 each
Brush 3"	5.67
Brush 2"	3.79
Brush 1½" angular	2.65
Brush 2" angular	3.79
Rough surface brush	5.40
Scraper	4.80
Spray gun and tank	98.90
Roller set	4.49
Step ladder	29.99
Heavy duty ladder	2 at 39.99 each
Ladder jack	10.19
Stabilizer plus tray	14.79
Drop cloths	3 at 11.45 each
Pails	4 at 4.87 each
Overalls	3 at 5.67 each
Cap	2.97
Electric paint remover	13.95
Caulk gun	2.49
Putty knife	1.49

FACT SHEET

Clothing, equipment, instruments, and/or tools
needed to start a career as a:

NURSE AID

Uniform - pants suits	3 at	$15.00 each
Uniform - dresses	2 at	9.00 each
Work shoes		13.99

ACTIVITY SHEET

1. Find the total amount of money needed for clothing, equipment, instruments, and tools to start each of the five jobs.

Painter ________

Carpenter ________

Dressmaker ________

Lawyer ________

Nurse's Aide ________

2. Which one takes the most money for clothing, equipment, instruments, and tools in order to start that career?

____

3. Which one takes the least amount of money?

____

4. Which two jobs are closest together in cost of equipment to get started?

____

5. What is the difference in cost for equipment, etc., to become a painter or a carpenter?

____

6. What is the difference in cost for equipment, etc., to become a dressmaker or a nurse's aide?

____

7. Which career requires the largest number of items to get started?

____

8. Which career takes the smallest number of items?

____

9. What is the difference in total cost of clothing, equipment, instruments and tools between the one with the highest cost and the one with the lowest cost?

____

KEY FOR ACTIVITY SHEET

1.

Painter	378.96
Carpenter	830.25
Dressmaker	448.72
Lawyer	2135.00
Nurse's Aide	76.99

2. Lawyer
3. Nurse's Aide
4. Painter and dressmaker
5. $451.29
6. $371.73
7. Carpenter
8. Nurse's Aide
9. $2058.01
10. Answers will vary

CAREER GENERALIZATION:

Different job functions require different clothing, equipment, instruments, and/or tools.

CAREER OBJECTIVE:

The student will evaluate the efficiency and effectiveness of different clothing, tools, equipment, and/or instruments for different occupational tasks.

PERFORMANCE OBJECTIVE:

The student will determine whether or not specific clothing, tools, equipment and/or instruments are necessary for specific jobs with 80% accuracy.

MATERIALS:

*Story Sheet "What Would You Use?"
*Activity Sheet
*Story Sheet Key
*Activity Sheet Key
Pencil

PREPARATION:

Reproduce a Story Sheet and an Activity Sheet for each participating student.

PROCEDURE:

Put the materials in a learning center. Have the children read the paragraphs on the Story Sheets and cross through any item that would not be appropriate for the activity described. After checking their own work from the Key, have them do the Activity Sheet.

EVALUATION:

The student should be able to do the Activity Sheet with 80% accuracy. Informally check their work.

"WHAT WOULD YOU USE?"

In each of the following situations a person starts to accomplish a a job or activity using certain tools, clothing, equipment, and instruments. Read the paragraph and cross through anything that you don't think would be appropriate for doing that task.

1. Joe was going to put a new roof on his garage. He put on his good suit and got out his materials. He went to the garage and got out a camera, ladder, shingles, paint brush, hammer, nails, scissors and pipe wrench.

2. Anita loved to paint pictures of country scenes. She decided one day to spend the afternoon at her aunt and uncle's farm painting. She dressed in a work shirt and jeans and loaded her equipment in her car. First she packed her paints, typewriter, brushes, test tubes, watercolor paper and pencils. She put in an easel and a stool. She was ready to leave when she decided maybe she should take her camera, a microscope and a picnic lunch.

3. Tom had a summer job working with a lawn service company. He went to work in his work clothes and barefoot. He helped the other men load the truck with the lawnmowers, edgers, rakes, barbed wire, hoes, and lawn sweeper. After they arrived at their first job for the day, they realized they had forgotten the dust rags and brooms.

4. Mike had a new job as a newspaper boy. His route was in the neighborhood where he lived. He had only had the job for 2 weeks, since the first of January. Mike got up early and dressed hurriedly in his shirt, shorts and sandals so he wouldn't be late delivering the papers. He quickly ate his breakfast, got his papers and bag, picked up his tape measure, list of customers, glue, and rubber bands; and was off to work before most people were awake.

5. Mary Ann had a job she found very interesting. She was a nurse's aide at the hospital in her city. She worked the evening shift. After eating an early supper she dressed in her uniform, put on her 3" wooden clogs, and left for work. Because she had an apartment close to the hospital, she decided to walk to work. However, it wasn't long before she wished she had driven her car. The typewriter, and adding machine were much heavier than she had realized.

6. Karen was receptionist for a large accounting firm. She always wore her jeans and a sweatshirt to work. She worked all day with an appointment book, typewriter, fabric, needles, pins, and a sewing machine. She had to have a pleasant voice because she used the telephone and a microphone a lot in her work.

7. Gary had always loved the outdoors and wild life, so he trained himself to work for the government as a forester aide. Gary always dresses in sturdy clothing, especially good boots because his job requires a lot of walking. In his work he uses binoculars, a dictating machine, invoice orders, maps, tape measures, a pick-up truck, and a limousine. Gary enjoys his work and plans to continue with it and eventually become a forester.

8. Steve and Andy work as carpet layers for a large retail carpet company in their city. When they leave the store each day for their first job, they must be sure they have their carpet, padding, sewing machine, carpet knife, ladders, hammer and nails, paint brush and tape measure. After collecting everything needed, they leave for the job on their motorcycles.

9. Sue works as a waitress evenings and goes to college in the morning. She has a uniform she wears to work and she always makes sure she has on comfortable shoes. While working she works with dishes, silverware, food, pots, pans, and skillets, a menu, order tickets, a telephone, desk and chair, and numbers. Maybe most important she works with people, so she needs to have a pleasant manner and remember to KEEP SMILING.

10. Anita's hobby was making her own clothes, including the designing. Anita always watched the fabric sales and the paint sales to pick up bargains for her hobby. She had a spare room in the basement for her sewing room. It was full of material, thread, paint, needles, pins, tape measure, level, sketching paper, test tubes, cutting table, knives, pliers, and of course, her sewing machine. Anita wanted to be a professional dress-designer when she was older.

ACTIVITY SHEET

If you agree with the following statements put T for true on the blank. If you disagree with the statement put F for false on the blank.

To do their job:

_____1. A painter needs a ladder.

_____2. A model needs nice looking clothes.

_____3. A bus driver needs an adding machine.

_____4. A composer needs a piano.

_____5. A chef needs measuring cups.

_____6. A cashier needs a ruler.

_____7. A secretary needs a stethoscope.

_____8. A tailor needs a tape measure.

_____9. A lifeguard needs scuba diving equipment.

_____10. A librarian needs a uniform.

_____11. A crop duster needs insecticides.

_____12. A telephone line repairperson needs wire cutters.

_____13. An architect needs blueprint paper.

_____14. A butcher in a meat market needs scales.

_____15. A costume designer needs paint.

_____16. A set designer needs paint.

_____17. A veterinarian needs drugs.

_____18. A credit manager needs scales.

_____19. A hospital orderly needs wheel chairs.

_____20. A radio operator needs a type setting machine.

_____21. A child care worker needs toys.

_____22. A bell captain needs a short wave radio.

_____23. A car sales person needs a hammer.

_____24. A swimming instructor needs a swim-suit.

_____25. A grocery store manager needs an inventory sheet.

KEY FOR STORIES

These words or phrases should be crossed out in the stories.

1. good suit, camera, paint brush, scissors, pipe wrench.
2. typewriter, test tubes, microscope.
3. barefoot, wrenches, barbed wire, dust rags.
4. shirt (or left in), shorts, sandals, tape measure, glue.
5. 3" wooden clogs, typewriter, adding machine.
6. jeans, sweat shirt, fabric, needles and pins, sewing machine, microphone.
7. dictating machine, invoice orders, limousine.
8. sewing machine, ladders, paint brush, motorcycles.
9. pots, pans, skillets, telephone, desk, chair.
10. paint sales, paint, level, test tubes, knives, pliers.

KEY FOR ACTIVITY SHEET

1. T
2. T
3. F
4. T
5. T
6. F
7. F
8. T
9. F
10. F
11. T
12. T
13. T
14. T
15. F
16. T
17. T
18. F
19. T
20. F
21. T
22. F
23. F
24. T
25. T

CAREER GENERALIZATION:

Geography and environment influence the world of work.

CAREER OBJECTIVE:

The student will identify the geographical and environmental factors that are in operation in a given setting.

PERFORMANCE OBJECTIVE:

Given a map of the United States divided into 10 (ten) geographical areas, the student will identify the areas and the environmental factors in operation in those areas with 80% accuracy.

MATERIALS:

*Map of the United States Showing Geographical Areas
*Outlined Map of the United States
*List of Suggested Discussion Questions
*List of Geographical Areas and Environmental Factors
*Geographical Area Answer Key

PREPARATION:

The List of Suggested Discussion Questions may be used to develop understanding and awareness of how geographical locations and environmental conditions help to determine the kind of work available in certain regions. Use the map provided to locate geographical areas.

List on the board environmental factors that are in operation in the Plains Area; such as climate, seasons, rainfall, etc.

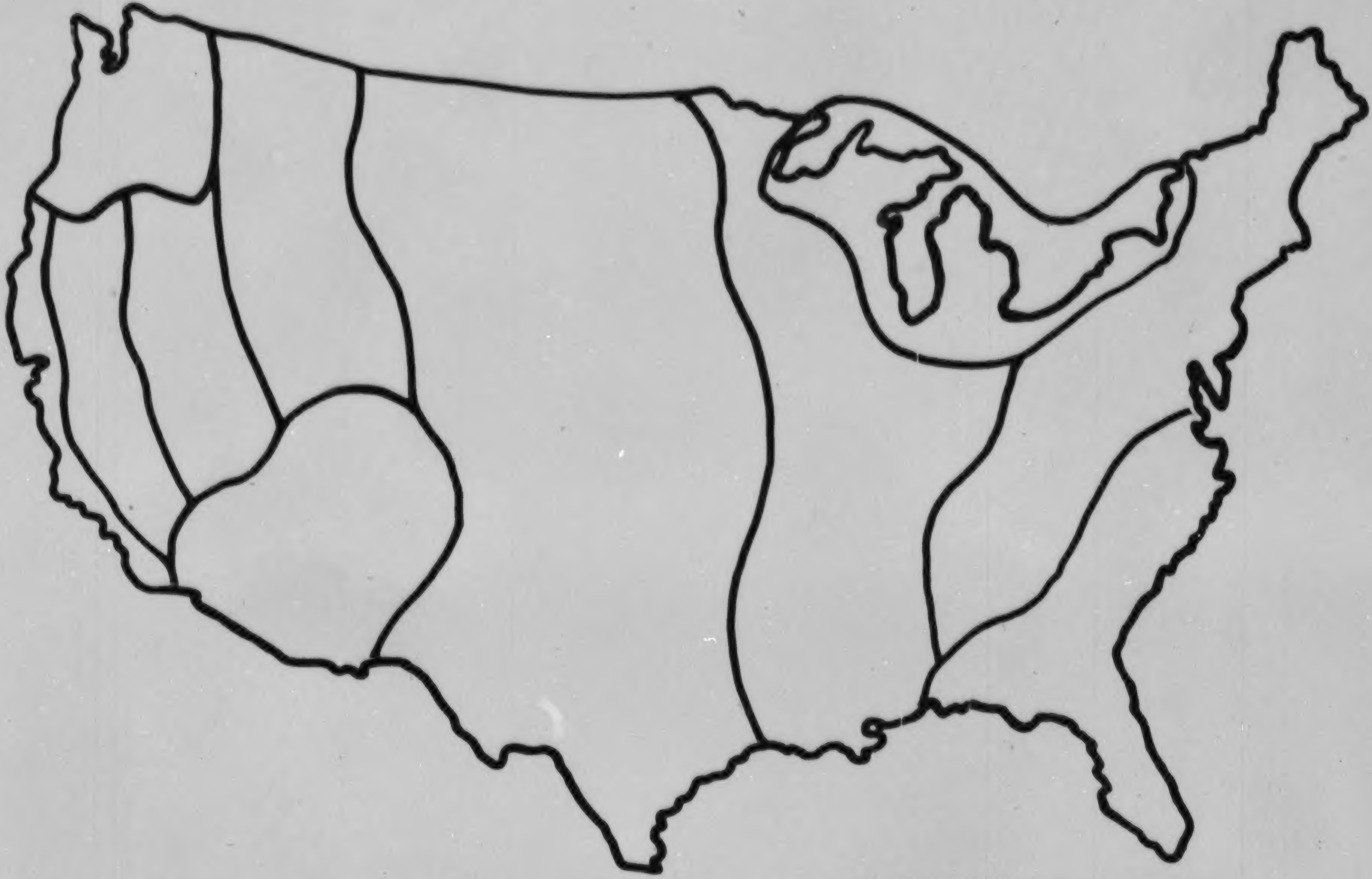
The Geographical Area Maps and sheets listing Geographical Areas and Environmental Factors may be reproduced and used with groups in learning centers or as individual study sheets.

PROCEDURE:

Using the sheet with listed Geographical Areas and Environmental Factors, the student will write these on the map in the appropriate geographical areas. The work may be checked on the Geographical Area Answer Key.

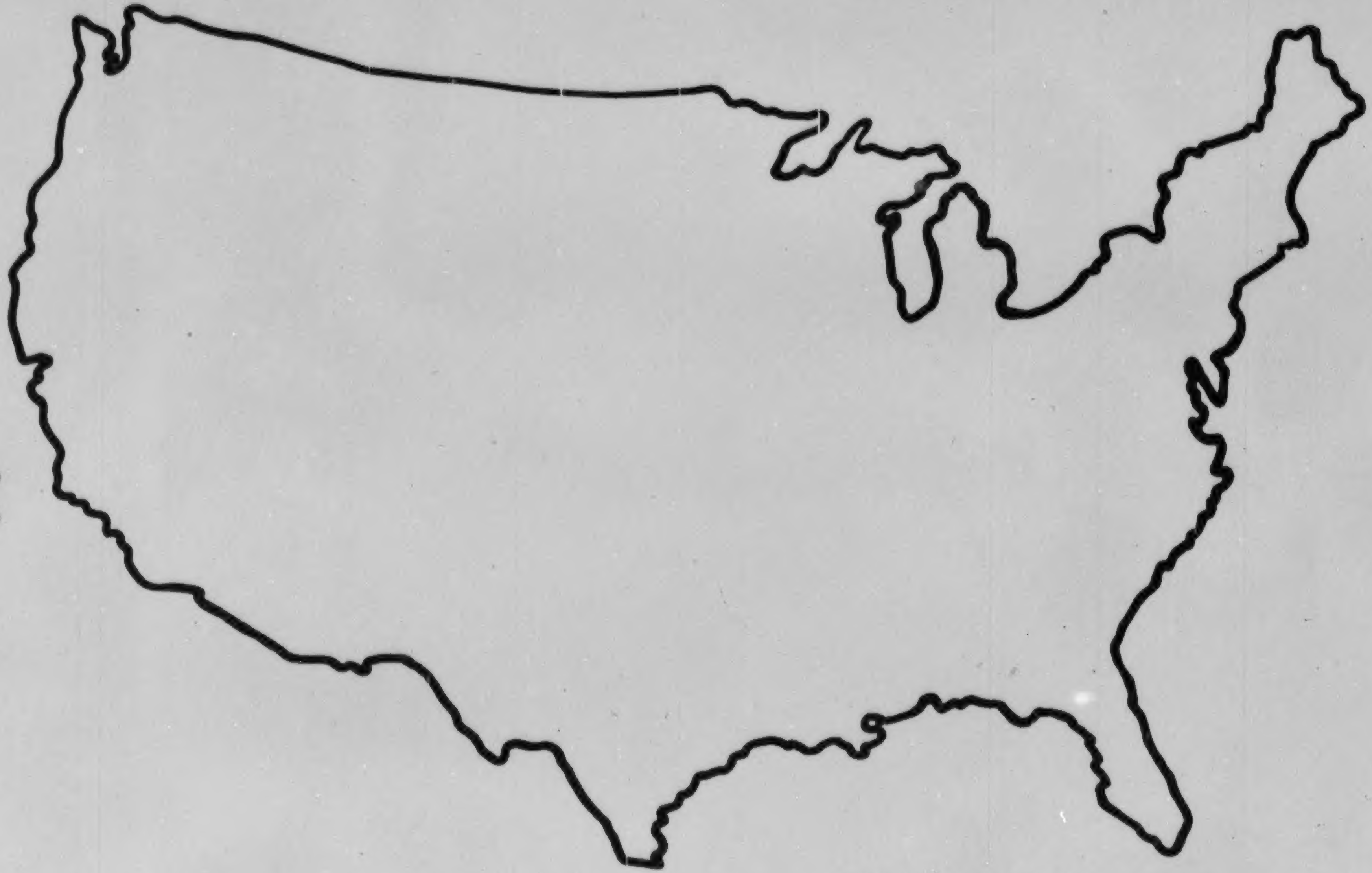
EVALUATION:

Given only an Outline Map of the United States, the student should draw lines showing geographical areas and write in environmental factors in operation in those areas with 80% accuracy.



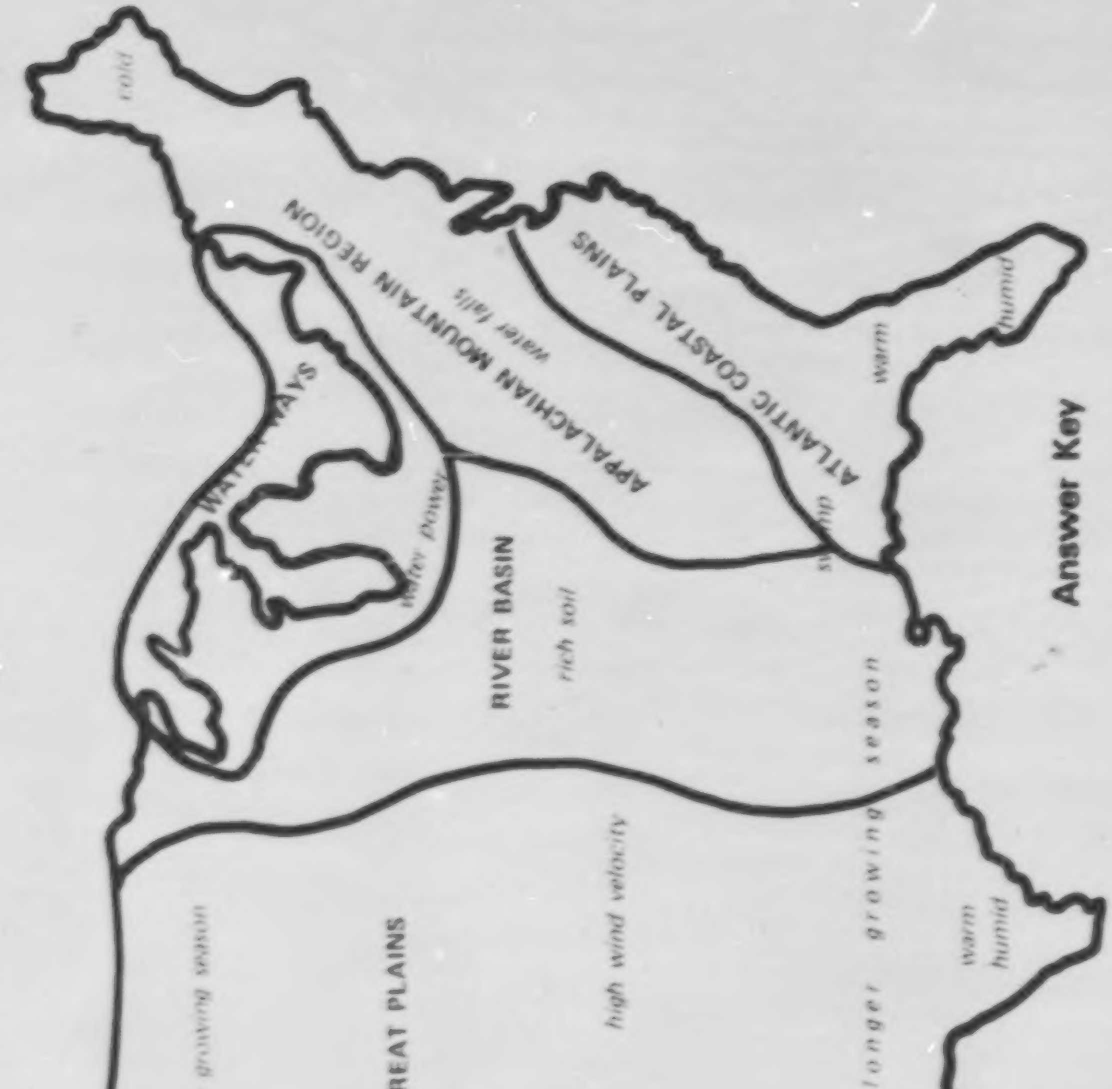
Mainland U.S.A.
Showing Geographic Areas

5612A



Mainland U.S.A.
Outline

5612A


cold
WATERWAYS
water power
APPALACHIAN MOUNTAIN REGION
water falls
ATLANTIC COASTAL PLAINS
warm
humid
swamp
RIVER BASIN
rich soil
cold
shorter growing season
GREAT PLAINS
high wind velocity
longer growing season
warm
humid
ROCKY MOUNTAINS
high altitude
snow on peaks
hot
DESERT
little rainfall
FOREST
much rainfall
GREAT BASIN
little rain fall
COSTAL RANGE
smog

Answer Key

SUGGESTED DISCUSSION QUESTIONS:

1. Where does your father work?
   Where does your mother work?
2. What kind of work does he/she do?
3. Do you have a relative or friend who is a wheat farmer?
   a rancher?   a dairyman/woman?
4. Why would a wheat farmer live in Kansas?
5. Does someone you know work for an oil company? Why?
6. Do you know anybody who works in the coal mines? Why not?
7. Do you know of any forest rangers in Kansas?
8. Do you help your father herd sheep or your mother make blankets?
9. Where might someone live who does?
10. Is your parent a deep-sea diver?
11. If he/she were, where might you live?
12. Give an example of some jobs determined by location (e.g., only available in certain geographical areas).

GEOGRAPHICAL AREAS

Atlantic Coastal Plains
Waterways
River Basin
Appalachian Mountain Region
Desert
Forest
Great Plains
Rocky Mountain
Coastal Range
Great Basin

ENVIRONMENTAL FACTORS

Much rainfall
Little rainfall
High temperature
Low temperature
Altitude or elevation
Humidity
Fertile soil
Long growing season
Short growing season
Water falls
Swamp
Smog
Wind

CAREER GENERALIZATION:

Geography and environment influence the world of work.

CAREER OBJECTIVE:

The student will compare different sets of geographic and environmental factors in relation to the kinds of occupational opportunities found.

PERFORMANCE OBJECTIVE:

Given work sheets listing geographic and environmental factors in one list and occupations in another, the student will match factors with occupations with 85% accuracy.

MATERIALS:

*Worksheet "Occupational Opportunities"
*Worksheet "Factors and Occupations"
*Suggested Activity Sheet
*Answer Keys (2)

PREPARATION:

Use ideas from the Suggested Activity Sheet to establish the concept of how work and life styles are related to natural and economic resources.

Reproduce enough copies of the Worksheets for each student. Determine whether you want them to be used in a learning center or as seat work.

PROCEDURE:

Have the students work the Factors and Occupations Worksheet. They may check their work on the Answer Key.

EVALUATION:

Give each student the Occupational Opportunities Worksheet to work. Informally check their work.

OCCUPATIONAL OPPORTUNITIES

On the chart, list the occupational opportunities that might be found where the other listed factors are present.

GEOGRAPHICAL FACTOR	ENVIRONMENTAL FACTOR	NATURAL RESOURCES	OCCUPATION
River Basin	Average rainfall	Fertile soil	
Mountain Area	Cold, snow	Slopes	
Desert Area	Dry climate	Short grasses and cactus	
Lake Area	Warm, humid	Hills, trees, water	
Coastal Area	Warm year round	Ocean	
Forest Area	Warm, rainy	Trees	
Plains Area	Avg. growing season	Grasses	
Fall line Area	Four seasons	Water falls	
Atlantic Coastal Plains	Warm climate	Fertile soil	

WORKSHEET

FACTORS AND OCCUPATIONS

Match the geographical and environmental factors listed in line A with occupations listed in line B by drawing a line from list A to list B.

1. Pacific Coast States
2., Appalachian Mountain Area
3. New England Coast
4. Gulf Coast
5. Great Lakes Area
6. Great Plains Area
7. Desert Southwest
8. Forest Area
9. Peninsula
10. Kansas

a. park attendant
b. irrigator
c. aircraft worker
d. coal miner
e. oceanographer
f. motel manager
g. crop duster
h. boat builder
i. fruit grower
j. fisher

SUGGESTED ACTIVITY SHEET

1. Using a wall map of the United States, locate various geographic areas or natural regions due to resources or other factors. Have a discussion as to why particular occupations might be available in the area.

2. Let the students pretend they are a particular kind of worker. Have them tell where they live and what natural resources or environmental factors helped to determine the kind of work they do.

   Example:

   I am a lumberjack and I live in the northwest part of the United States where there are vast forests due to the right climate and lots of rainfall.

3. Let a student describe the geographical area where he lives including resources, environmental factors, or industry found there. Ask the other students to guess what his occupation might be. Many answers might be correct.

ANSWER KEY

FACTORS AND OCCUPATIONS

1 - i

2 - d

3 - j

4 - e

5 - h

6 - g

7 - b

8 - a

9 - f

10 - c

Language Arts: Sentence Structure 5612C
Social Studies: Vocabulary building

CAREER GENERALIZATION:

Geography and environment influence the world of work.

CAREER OBJECTIVE:

The student will analyze geographic and environmental factors and infer the kinds of work available or desirable there.

PERFORMANCE OBJECTIVE:

Given the Spin-A-Fact game, the student will build complete sentences with 85% accuracy.

MATERIALS:

*Spin-A-Fact Game Board
*Spin-A-Fact Game Cards (15 yellow, 15 green, 15 blue)
*Spin-A-Fact Directions
*Answer Key

PREPARATION:

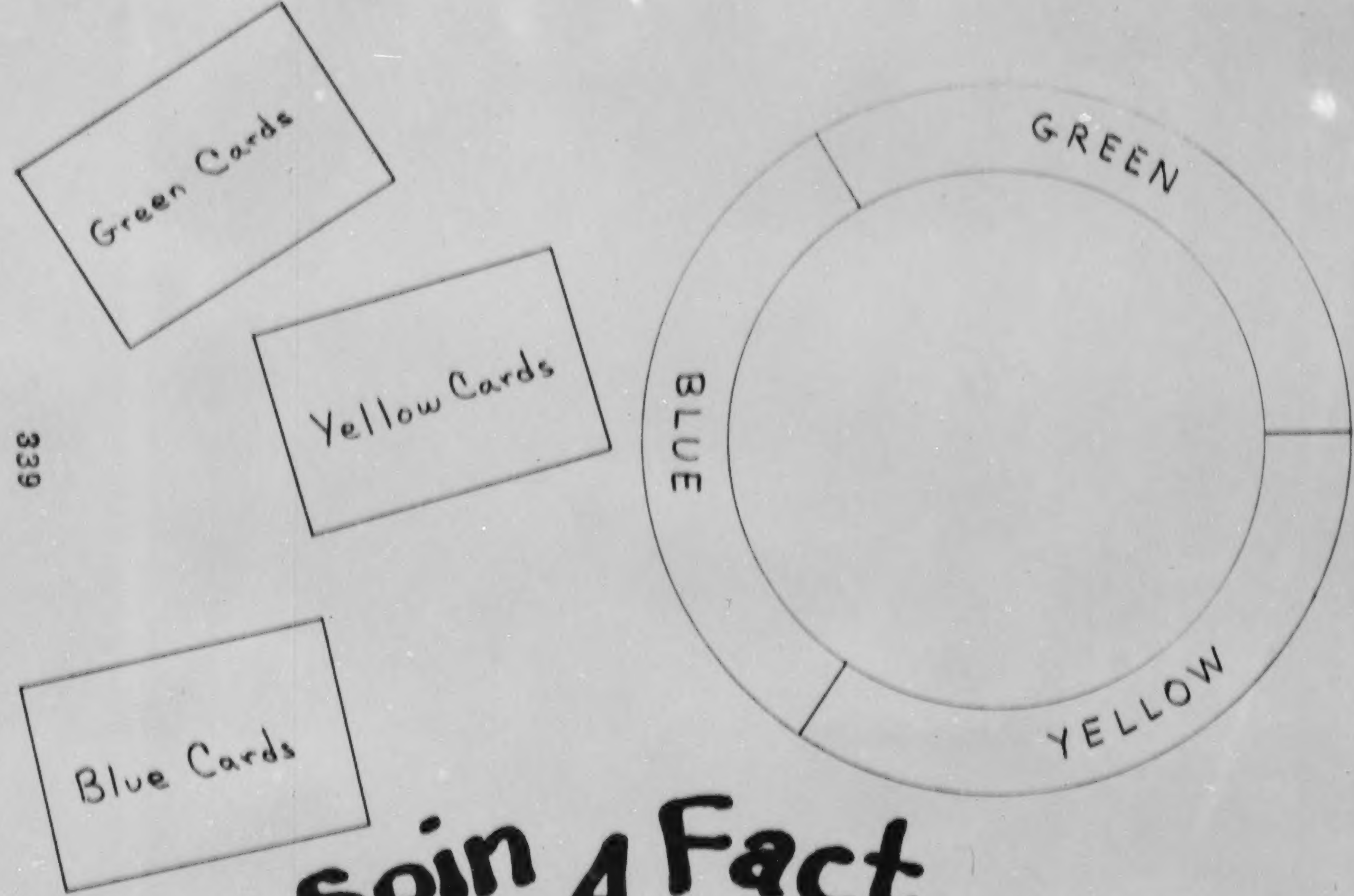
Laminate the game pieces if desired. Place the game pieces in a learning center. The game is designed for two to four players.

PROCEDURE:

Have the students play the game according to the directions. They may check their answers on the Answer Key.

EVALUATION:

Given only the game cards, the student will build complete sentences with 85% accuracy.


Green Cards
Yellow Cards
Blue Cards
GREEN
BLUE
YELLOW

Spin A Fact

5612C

PHRASES FOR YELLOW CARDS

often determines	might live	might live	might live
might live	might live	might live	might live
would live	would live	might live	might live

YELLOW CARDS CONTINUED

might live	might live	might live	

5612C

PHRASES FOR GREEN CARDS

Where we live	A ski instructor	A skin diver	A lumberjack
A factory engineer	A barge operator	A forest ranger	A sheep herder
A coal miner	A rancher	A refinery supervisor	An irrigator

GREEN CARDS CONTINUED

A wheat farmer	An actress	A commercial fisher	

PHRASES FOR BLUE CARDS

the kind of work we do.	in the mountains.	near the coast.	near a forest.
near an industrial city.	near a river.	in or near a national forest.	in the dry grasslands.
where coal is mined.	on the plains.	near an oil field.	in the desert.

BLUE CARDS CONTINUED

in the central part of the United States.	in a large city.	near the Great Lakes.	

SPIN-A-FACT

PLAYING DIRECTIONS:

The game is played by two to four players. The word cards are three different colors which correspond with the three colors on the spinner (yellow, green and blue).

The cards are stacked in three piles face down on the board according to color. The first player spins the dial and takes a card from the top of the pile that is the same color as the color he has spun. The next player spins and draws one card in the same manner. The players continue spinning and drawing one card at a time until someone is able to make a complete sentence that makes sense or is true. That player scores five points. The game continues until all cards have been drawn. The player with the most points wins.

If a question arises concerning the correctness of a sentence, the teacher or the Answer Key may be consulted.

ANSWER KEY

1. Where we live - often determines - the kind of work we do
2. A ski instructor - might live - in the mountains
3. A skin diver - might live - near the coast
4. A lumberjack - might live - near a forest
5. A factory engineer - might live - near an industrial city
6. A barge operator - might live - near a river
7. A forest ranger - might live - in a national park
8. A sheep herder - might live - in the dry grasslands
9. A coal miner - would live - where coal is mined
10. A rancher - might live - on the plains
11. A refinery supervisor - might live - near an oil field
12. An irrigator - might live - in the desert
13. A wheat farmer - might live - in the central part of the United States
14. An actress - might live - in a large city
15. A commerical fisher - might live - near the Great Lakes

Language Arts: Reasoning, vocabulary development 5612D
Social Studies: Map study, geographical locations
Science: Classifying

CAREER GENERALIZATION:

Geography and environment influence the world of work.

CAREER OBJECTIVE:

The student will evaluate the potential of a geographical and environmental setting as it relates to personal occupational aspirations and potential.

PERFORMANCE OBJECTIVE:

Given an Outline Map of the United States and a numbered list of occupations, the student will write the occupational numbers on the map in the appropriate areas, with 75% accuracy.

MATERIALS:

*Outline Map of the United States
*Occupations List Sheet
*Map Answer Key
*Occupations Answer Key
Pencils

PREPARATION:

Using a wall map of the United States, let students take turns pointing out geographical areas, naming occupations that might be suitable there, and telling why this might be true.

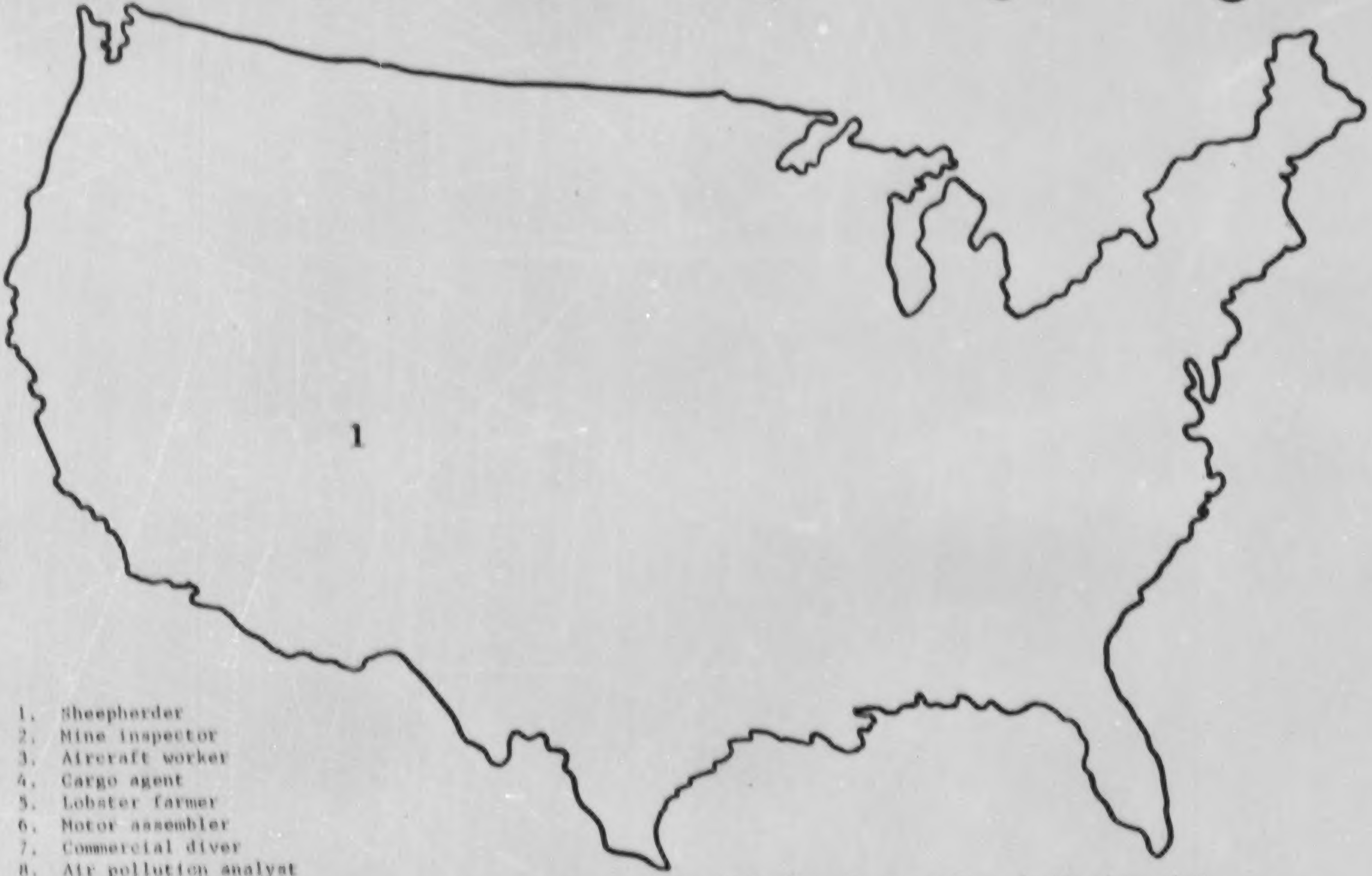
Reproduce enough copies of the Outline Map and the Occupations List Sheet for each participating student.

PROCEDURE:

First have the students fill in the Outline Map. They may check their work on the Answer Key. Then have them fill in the Occupations List Sheet and check answers on the Answer Key.

EVALUATION:

Informally check the students' work.



1. Sheepherder
2. Mine inspector
3. Aircraft worker
4. Cargo agent
5. Lobster farmer
6. Motor assembler
7. Commercial diver
8. Air pollution analyst
9. Marine Biologist
10. Forest Ranger
11. Fish and wildlife assistant

Read the list of occupations, decide where that worker might be found and put the corresponding number in that area. The first one has been done for you.

OCCUPATIONS LIST

Below is the list of occupations you located on the map. Write sentences or phrases to justify your decision for placing the numbers as you did. Number one has been done for you.

1. sheepherder -

   In the dry grasslands - a hot, dry climate with suitable grazing.

2. mine inspector -

3. aircraft worker -

4. cargo agent -

5. lobster farmer -

6. motor assembler -

7. commercial diver -

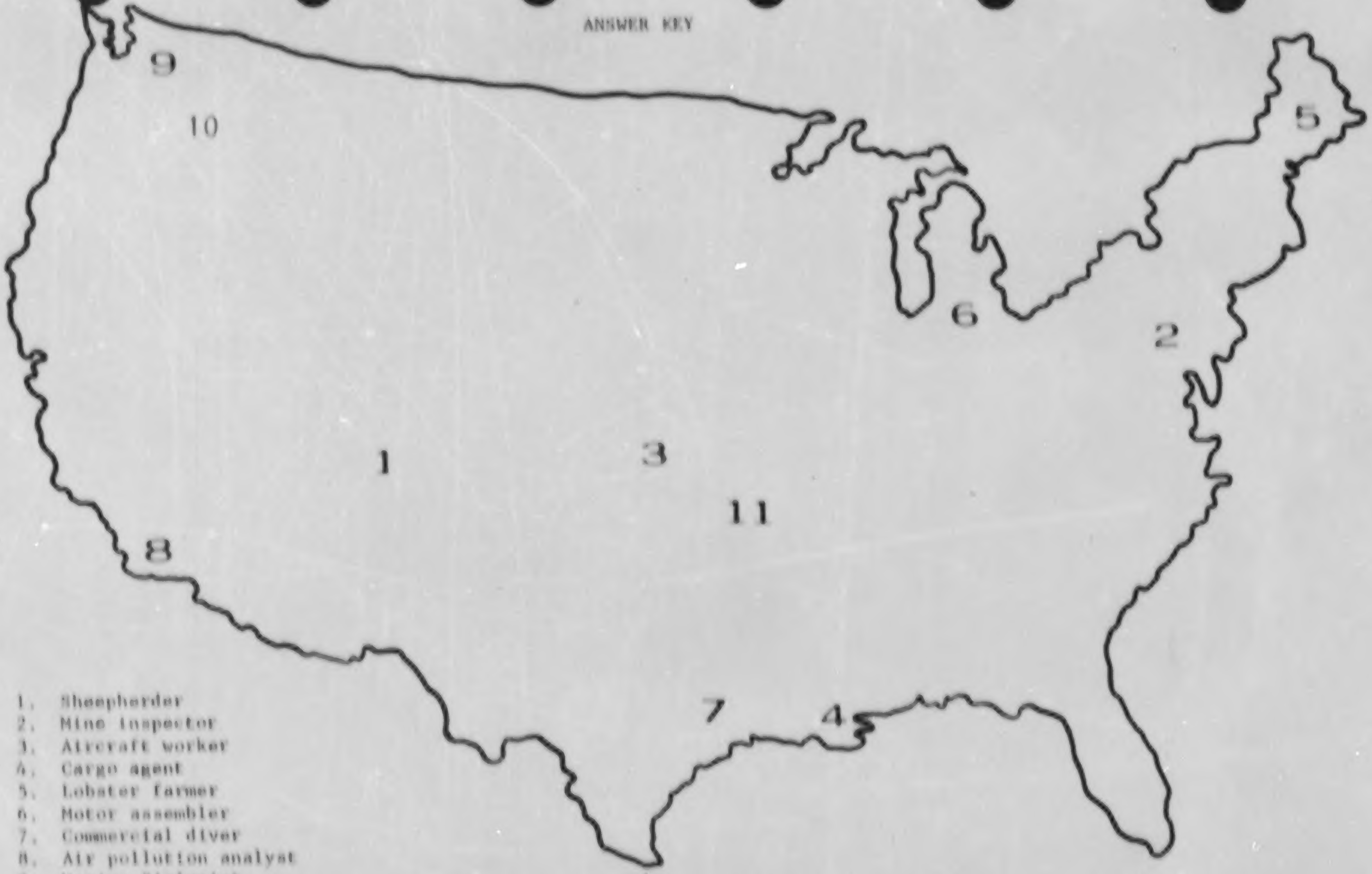
8. air pollution analyst -

9. marine biologist -

10. forest ranger -

11. fish and wildlife assistant -

ANSWER KEY



1. Sheepherder
2. Mine inspector
3. Aircraft worker
4. Cargo agent
5. Lobster farmer
6. Motor assembler
7. Commercial diver
8. Air pollution analyst
9. Marine Biologist
10. Forest Ranger
11. Fish and wildlife assistant

5612D

OCCUPATIONS LIST

ANSWER KEY

River Basin ------------------------------ farmer

Mountain Area --------------------------- motel manager

Desert Area ------------------------------ sheep herder

Lake Area -------------------------------- boat dock operator

Coastal Area ----------------------------- deep-sea diver

Forest Area ------------------------------ saw-mill operator

Plains Area ------------------------------ rancher

Fall line Area --------------------------- industrial worker

Atlantic Coastal Plains ------------ crop duster

CAREER GENERALIZATION:

Changing social and technological conditions affect careers and career opportunities.

CAREER OBJECTIVE:

The student will identify how career patterns change and the social and technological factors inherent in those changes.

PERFORMANCE OBJECTIVE:

The student will match words with related phrases on an Activity Sheet with 80% accuracy.

MATERIALS:

*Word Puzzle Sheet
*Activity Sheet
*Answer Key

PREPARATION:

Use bulletin board display depicting life pattern changes since Colonial America.

Possible areas to be explored orally with class:

1. Homes
    a. kinds of
    b. style
    c. materials used

2. Travel
    a. modes
        1. automobile
        2. train
        3. plane

3. Clothing
    a. fashions
    b. materials
    c. seasonals

4. Foods
    a. variety
    b. convenience
    c. quality

5. Recreation
    a leisure-time activities
    b. types

6. Education
    a. requirements for jobs
    b. quality of schools
    c. teachers

Lead a discussion concerning:

--Changes students are aware of.

--Reasons for changes.

--Advantages or disadvantages of change.

Invite a grandparent or senior citizen to visit with class.

Duplicate enough Word Puzzle Sheets and Activity Sheets for each participating student. Place the materials in a learning center.

PROCEDURE:

The students should first work the Puzzle Sheet, and then fill in the Activity Sheet.

EVALUATION:

Check the students' work on the Activity Sheet. Answers that can be justified, but do not agree with the answer key may be accepted.

WORD PUZZLE

SEEK AND FIND THE 20 WORDS LISTED BELOW

A	D	B	C	C	D	F	F	P	O	N	M	L	K	J	I	H	G	T	E
Q	A	R	S	A	T	U	R	W	F	E	R	T	I	L	I	Z	E	R	N
X	T	Y	Z	T	U	A	B	E	G	H	I	L	K	J	F	E	D	A	I
M	A	C	I	T	Y	T	N	O	E	T	W	V	T	U	R	Q	P	C	H
R	P	X	Y	L	Z	A	O	B	S	W	D	E	N	F	G	R	H	T	C
O	R	I	J	E	K	I	M	M	N	O	A	Q	E	R	S	A	T	O	A
T	O	U	V	Y	A	Z	X	W	O	B	C	Y	G	E	F	T	G	R	M
A	C	H	K	L	Q	R	S	C	E	B	P	O	R	N	M	S	J	I	G
R	E	X	Y	Z	A	B	E	C	S	D	I	E	E	X	W	L	V	U	N
E	S	F	G	N	O	A	Q	R	P	M	L	L	T	U	J	E	I	H	I
G	S	S	L	U	N	V	W	X	M	A	R	G	E	L	E	T	Y	Z	H
I	I	B	C	L	F	G	J	K	M	L	I	H	D	E	C	D	A	M	S
R	N	N	I	O	R	S	V	Y	A	Z	X	W	U	T	A	Q	P	I	A
F	G	N	B	E	F	H	I	L	M	N	K	J	W	G	N	D	C	C	W
E	E	L	E	C	T	R	I	C	L	I	G	H	T	S	R	Q	P	R	O
R	R	S	H	O	E	S	F	G	E	E	E	A	Z	Y	U	V	U	O	T
I	J	K	N	P	R	T	V	X	U	A	U	S	Q	O	F	M	L	W	H
N	Y	C	G	I	E	A	V	S	T	P	M	N	K	C	H	E	B	A	Y
P	A	S	S	E	N	G	E	R	T	R	A	I	N	D	G	F	A	V	Z
X	Z	D	N	J	F	B	U	T	R	B	R	I	C	K	H	O	M	E	S

1. REFRIGERATOR
2. DATA PROCESSING
3. CATTLE
4. SHOES
5. DETERGENT
6. TELSTAR
7. FURNACE
8. MICROWAVE
9. TRACTOR
10. WASHING MACHINE
11. BRICK HOMES
12. PASSENGER TRAIN
13. ELECTRIC LIGHTS
14. TELEGRAM
15. CITY
16. FERTILIZER
17. OCEAN LINER
18. AUTOMOBILE
19. WHEAT
20. FREEWAY

ACTIVITY SHEET

Match words on Word Puzzle Sheet with the following related phrases by placing number of word on line before phrase.

_____ Outmoded the wagon trails.

_____ Rub-boards no longer a necessity.

_____ Ice-man services no longer needed.

_____ More valuable use of prairie grassland.

_____ Solves problems in business.

_____ Once made by hand.

_____ Graze where once buffalo roamed.

_____ At first was called horseless carriage.

_____ Dead fish once used for.

_____ Lye soap once served same purpose.

_____ Better and safer than candles.

_____ Located where once there was a village or settlement.

_____ Faster than stagecoach.

_____ Improvement over logs.

_____ Took the place of horse-drawn plow.

_____ Provides TV pictures from Europe.

_____ Improved water travel over sailing vessel.

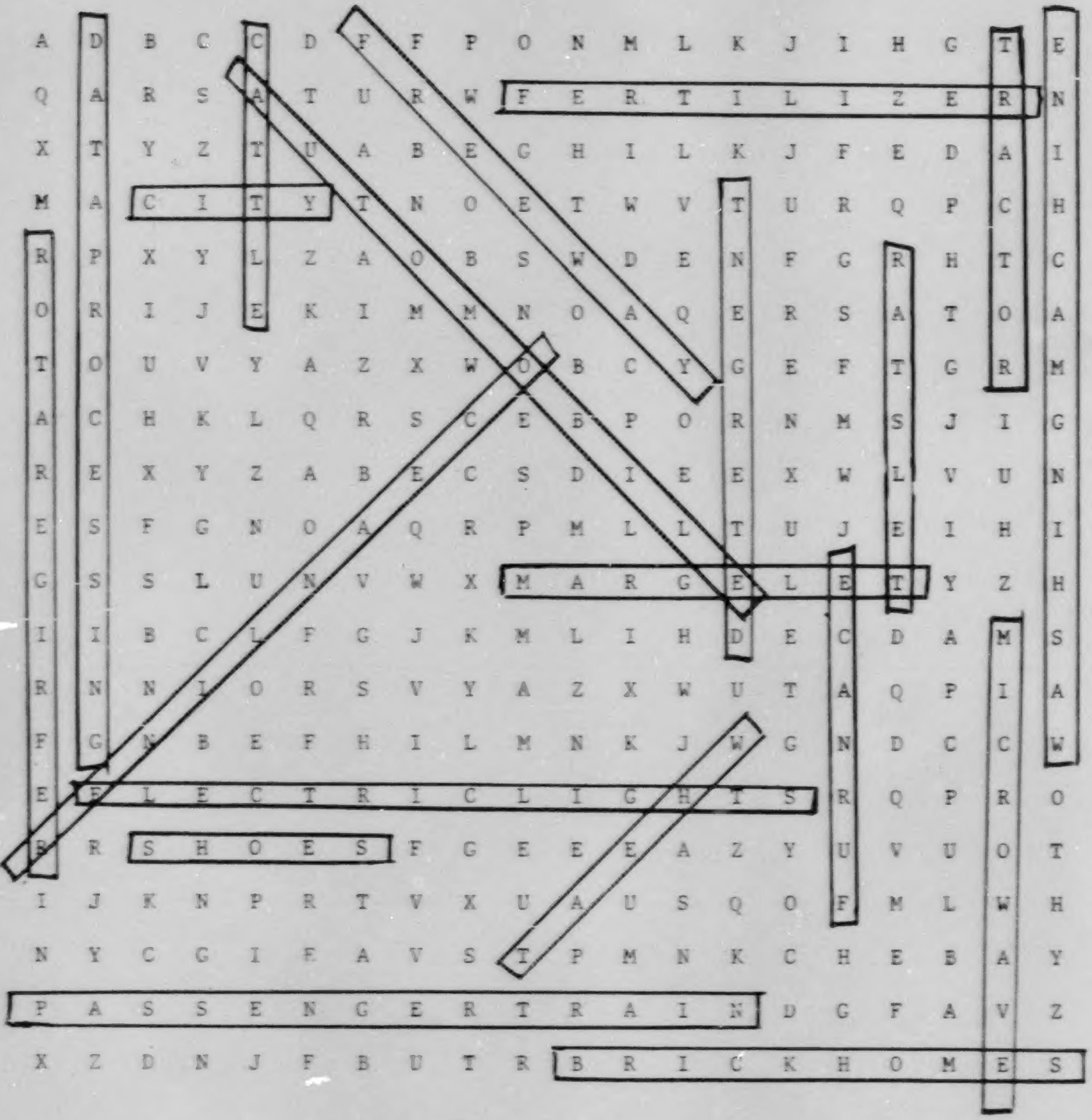
_____ Fireplace no longer a necessity to heat homes.

_____ Made wood burning oven seem antiquated.

_____ Messages sent faster than in letter-writing.

WORD PUZZLE ANSWER KEY

SEEK AND FIND THE 20 WORDS LISTED BELOW



A	D	B	C	C	D	F	F	P	O	N	M	L	K	J	I	H	G	T	E
Q	A	R	S	A	T	U	R	W	F	E	R	T	I	L	I	Z	E	R	N
X	T	Y	Z	T	U	A	B	E	G	H	I	L	K	J	F	E	D	A	I
M	A	C	I	T	Y	T	N	O	E	T	W	V	T	U	R	Q	P	C	H
R	P	X	Y	L	Z	A	O	B	S	W	D	E	N	F	G	R	H	T	C
O	R	I	J	E	K	I	M	M	N	O	A	Q	E	R	S	A	T	O	A
T	O	U	V	Y	A	Z	X	W	O	B	C	Y	G	E	F	T	G	R	M
A	C	H	K	L	Q	R	S	C	E	B	P	O	R	N	M	S	J	I	G
R	E	X	Y	Z	A	B	E	C	S	D	I	E	E	X	W	L	V	U	N
E	S	F	G	N	O	A	Q	R	P	M	L	L	T	U	J	E	I	H	I
G	S	S	L	U	N	V	W	X	M	A	R	G	E	L	E	T	Y	Z	H
I	I	B	C	L	F	G	J	K	M	L	I	H	D	E	C	D	A	M	S
R	N	N	L	O	R	S	V	Y	A	Z	X	W	U	T	A	Q	P	I	A
F	G	N	B	E	F	H	I	L	M	N	K	J	W	G	N	D	C	C	W
E	E	L	E	C	T	R	I	C	L	I	G	H	T	S	R	Q	P	R	O
R	R	S	H	O	E	S	F	G	E	E	E	A	Z	Y	U	V	U	O	T
I	J	K	N	P	R	T	V	X	U	A	U	S	Q	O	F	M	L	W	H
N	Y	C	G	I	E	A	V	S	T	P	M	N	K	C	H	E	B	A	Y
P	A	S	S	E	N	G	E	R	T	R	A	I	N	D	G	F	A	V	Z
X	Z	D	N	J	F	B	U	T	R	B	R	I	C	K	H	O	M	E	S

1. REFRIGERATOR
2. DATA PROCESSING
3. CATTLE
4. SHOES
5. DETERGENT
6. TELSTAR
7. FURNACE
8. MICROWAVE
9. TRACTOR
10. WASHING MACHINE
11. BRICK HOMES
12. PASSENGER TRAIN
13. ELECTRIC LIGHTS
14. TELEGRAM
15. CITY
16. FERTILIZER
17. OCEAN LINER
18. AUTOMOBILE
19. WHEAT
20. FREEWAY

ANSWER KEY

20 Outmoded the wagon trails.

10 Rub-boards no longer a necessity.

1 Ice-man services no longer needed.

19 More valuable use of prairie grassland.

2 Solves problems in business.

4 Once made by hand.

3 Graze where once buffalo roamed.

18 At first was called horseless carriage.

16 Dead fish once used for.

5 Lye soap once served same purpose.

13 Better and safer than candles.

15 Located where once there was a village or settlement.

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6 Provides TV pictures from Europe.

17 Improved water travel over sailing vessel.

7 Fireplace no longer a necessity to heat homes.

8 Made wood burning oven seem antiquated.

14 Messages sent faster than in letter-writing.

Language Arts: Vocabulary development
Social Studies: Recognition of change

CAREER GENERALIZATION:

Changing social and technological conditions affect careers and career opportunities.

CAREER OBJECTIVE:

The student will compare and contrast the effects of different technological and social factors on careers.

PERFORMANCE OBJECT

The student will match cards containing phrases describing change factors (stimulus) with cards containing descriptions of resultant changes, with 80% accuracy.

MATERIALS:

*Concentration Game Board
*Game cards
*Answer key
*Directions for playing game

PREPARATION:

Lead a discussion concerning changes in life styles brought about by social and technological factors.

Laminate the game pieces if desired. Cut out the game cards.

PROCEDURE:

Game board and cards with directions for playing may be placed in a learning center. Two - four students may play at a time. They may use the answer key to check their work.

EVALUATION:

Check the work of the students informally.

5613B

FASHION DESIGNING

5613B

TELEVISION

5613B

SPECIALIZATION OF WORK

5613B

AUTOMATION

5613B

SCIENTIFIC FARMING

5613B

WOMEN'S LIBERATION MOVEMENT

5613B

SCHOOL BUSSING

5613B

MANUFACTURE OF RECREATION VEHICLES

5613B

5613B

FREEZING OF FOODS

5613B

MASS PRODUCTION

5613B

ABILITY TO MOVE ABOUT QUICKLY

5613B

RAPID EXCHANGE OF GOODS

5613B

SCIENTIFIC CANNING

5613B

AIR-CONDITIONING

5613B

SCIENTIFIC KNOWLEDGE (MEDICINE)

5613B

WAR STIMULUS

5613B

ELECTRICAL APPLIANCES

5613B

INTERSTATE FREEWAY SYSTEMS

5613B

INTEGRATED SCHOOLS

5613B

CHANGE IN SEX ROLES

5613B

MORE TOURIST TRAVEL

5613B

GREATER YIELD PER ACRE

5613B

INCREASE IN PRODUCTION

5613B

BETTER PRODUCTS

5613B

HOME ENTERTAINMENT

5613B

BETTER DRESSED CITIZENRY

5613B

HOUSEWORK MADE EASIER AND FASTER

5613B

NEWER WEAPONS DEVISED

5613B

LONGER LIFE SPAN

5613B

MORE COMFORTABLE HOMES

5613B

BETTER FOODS AT LOWER PRICES

5613B

BETTER DISTRIBUTION OF PRODUCTS

5613B

BECAME "NATION ON WHEELS"

5613B

MORE LEISURE TIME

5613B

WIDER VARIETY OF FOODS

5613B

BETTER AND SAFER TRAVEL

ANSWER KEY

1. freezing of foods - wider variety of foods
2. mass production - more leisure time
3. ability to move about quickly - became "nation on wheels"
4. rapid exchange of goods - better distribution of products
5. scientific canning - better foods at lower prices
6. air conditioning - more comfortable homes
7. scientific knowledge (medicine) - longer life span
8. war stimulus - newer weapons devised
9. electrical appliances - housework made faster and easier
10. interstate freeway system - better and safer travel
11. fashion designing - better dressed citizenry
12. television - home entertainment
13. specialization of work - better products
14. automation - increase in production
15. scientific farming - greater yield per acre
16. women's liberation movement - change in sex role
17. manufacture of recreation vehicles - more tourist travel
18. school bussing - more integrated schools

DIRECTIONS FOR GAME "CHANGE CONCENTRATION"

Shuffle the cards and place them all face down on the game board (or table).

The first player turns over two cards. If the two cards match (a cause of change and an effect of change) the player keeps the cards. If they are not a match he places them face down where they were and the next player has a turn. Players must concentrate to remember information on cards previously turned over in order to make a match. The player with the most matching cards at the end of the game wins.

Language Arts: Vocabulary Development, inferring 5613C
Social Studies: History

CAREER GENERALIZATION:

Changing social and technological conditions affect careers and career opportunities.

CAREER OBJECTIVE:

The student will analyze the effect of specific technological and social changes on a particular setting and its occupants.

PERFORMANCE OBJECTIVE:

Given the Story Sheet, the student will underline words or phrases describing inventions, that wouldn't have existed in Colonial America, with 80% accuracy.

MATERIALS:

*Story Sheet
Pencil

PREPARATION:

Lead a discussion concerning changes in our way of life since colonial times. Consider the following topics: Value of changes— advantages and disadvantages? How have these changes affected your life? What about future changes?

Reproduce as many copies as needed of the Story Sheet.

PROCEDURE:

Story Sheet may be used in learning center as individual or group work. Have the students use them, following the directions.

EVALUATION:

The students might list as a group the jobs created due to changes in life styles brought about by technological and social factors.

STORY SHEET

In the following paragraphs Andi is taking you through most of a normal day in her life. Andi is an average American girl living in today's world.

Read the paragraphs and underline words or phrases used to tell of situations or actions that would not have appeared in the story had it been written by a girl living in Colonial America. Be ready to give reasons for your decisions.

Look again at the words or phrases underlined and be ready to list jobs that were created due to technological and social changes.

A DAY WITH ANDI

I am Andi.

Before going to bed last night I enjoyed a warm bubble bath in the upstairs bathroom. I slept well because the air-conditioner kept my room at a comfortable temperature. The perma-press sheets on my posturepedic mattress added to my comfort.

I was awakened early this morning by the music from my clock radio. I arose quickly and dressed in my no-iron shorts and halter. I used my electric toothbrush and took my flouride tablet. I put on my makeup and used my new hot comb.

When I went downstairs mother had my breakfast of toast spread with margarine and a fruit juice prepared in the blender ready for me. When I finished with my breakfast I put the dishes in the dishwasher.

Mother needed some help so I took out the vacuum cleaner and vacuumed the living room carpet and polished the furniture. My next job was the laundry. I went to the laundry room, took the soiled clothes from the hamper and put a load in the washing machine. I decided to bake some cookies while the clothes were washing, so I set the electric oven at correct temperature, took a can of prepared dough from the refrigerator, sliced it with the electric knife, put the cookies on the cookie sheet, and place them in the oven.

Just as I finished putting the clothes in the drier, the phone rang. It was Monica calling to confirm the time we were going to the movies.

For lunch I baked a T.V. dinner and made a glass of instant tea. I went downstairs and watched T.V. while I ate my lunch.

I had promised to pick Monica up at one, so I told mother of my plans. She asked me to drive the Ford since the air-conditioner on the Chevy was not in working condition.

I took the freeway to Monica's because it was quicker than going through all the stoplights downtown.

After the movie we ate at a downtown restaurant and then made it home by bedtime.

CAREER GENERALIZATION:

Different occupations are related in many ways.

CAREER OBJECTIVE:

The student will identify the different occupational clusters, and jobs within those clusters.

PERFORMANCE OBJECTIVE:

Given the Classifying Careers Sheet, the student will match the names of workers with the correct cluster with 80% accuracy.

MATERIALS:

*Career Cluster Bingo Cards (9 different cards)
*Classifying Careers Sheets (3 different sheets)
*Master Copy of Worker names (3 different sheets)
*Cluster Discs (30 sheets)
*Caller's Directions

PREPARATION:

The Career Cluster Bingo game is designed for three to nine students. If only three students are playing, you will want each student to have a card representing different cluster symbols. For six to play the cards would all have different worker names but each set of two students would have the same cluster symbols. When nine players are involved every set of three students would have cards with the same cluster symbols. Each of the nine cards has a different combination of worker names.

Reproduce as many of the Classifying Careers Sheets as you need.

PROCEDURE:

Place the materials necessary to play the game in a learning center. Choose one extra player to be the caller. While the students look over their cards, the caller should follow the instructions on the Caller's Envelope.

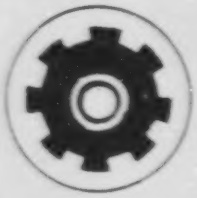
After the game is played, each student should complete the Classifying Careers Sheet. The Classifying Careers Sheet cluster symbols should match the symbols on their Career Cluster Bingo card.

EVALUATION

The student should be able to complete the sheet with 80% accuracy. If not, have the student play the game again with a different card or engage in another activity in this section.

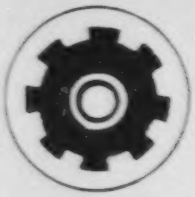
This game is called Career Cluster. It is played similar to Bingo. The caller will call out the name of a Career Cluster, and then the name of a worker within that cluster. If you have that worker on your card, cover that square. You have to cover all the squares with workers under one cluster before you can bingo. Only vertical bingos count. The caller should check your card.

CAREER CLUSTER

CONSUMER AND HOMEMAKING 	MANUFACTURING 	PERSONAL SERVICES 	HOSPITALITY AND RECREATION 	MARKETING AND DISTRIBUTION
housekeeper 5614A	metal fabricator 5614A	beauty counselor 5614A	jockey 5614A	warehouse supervisor 5614A
b[illegible]ler 5614A	motor assembler 5614A	marriage counselor 5614A	equestrian 5614A	shipping and receiving clerk 5614A
child counselor 5614A	lens grinder 5614A	tax counselor 5614A	golf pro 5614A	package designer 5614A
interior decorator 5614A	production manager 5614A	personal shopper 5614A	maitre de 5614A	forklift operator 5614A
child care 5614A	electrical equipment engineer 5614A	valet 5614A	bus boy 5614A	car sales person 5614A
upholsterer 5614A	factory engineer 5614A	chauffeur 5614A	recreation director 5614A	price marker 5614A
s[illegible]d maker 5614A	gage designer 5614A	escort service employee 5614A	bartender 5614A	fashion coordinator 5614A

This game is called Career Cluster. It is played similar to Bingo. The caller will call out the name of a Career Cluster, and then the name of a worker within that cluster. If you have that worker on your card, cover that square. You have to cover all the squares with workers under one cluster before you can bingo. Only vertical bingos count. The caller should check your card.

CAREER CLUSTER

CONSUMER AND HOMEMAKING	MANUFACTURING	PERSONAL SERVICES	HOSPITALITY AND RECREATION	MARKETING AND DISTRIBUTION
				
product tester 5614A	quality control supervisor 5614A	barber 5614A	coffee shop manager 5614A	cashier 5614A
dressmaker 5614A	lathe operator 5614A	cosmetologist 5614A	caterer 5614A	stock clerk 5614A
fashion designer 5614A	welder 5614A	manicurist 5614A	hotel manager 5614A	manager trainee 5614A
recipe writer 5614A	drill press operator 5614A	mortician 5614A	reservations clerk 5614A	product demonstrator 5614A
home service representative 5614A	grinder 5614A	massager 5614A	ski instructor 5614A	market research analyst 5614A
homemaker 5614A	kettleman 5614A	minister 5614A	quarterback 5614A	model 5614A
home economist 5614A	tool and dye maker 5614A	shoe repair 5614A	bell captain 5614A	display worker 5614A

This game is called Career Cluster. It is played similar to Bingo. The caller will call out the name of a Career Cluster, and then the name of a worker within that cluster. If you have that worker on your card, cover that square. You have to cover all the squares with workers under one cluster before you can bingo. Only vertical bingos count. The caller should check your card.

CAREER CLUSTER

CONSUMER AND HOMEMAKING	MANUFACTURING	PERSONAL SERVICES	HOSPITALITY AND RECREATION	MARKETING AND DISTRIBUTIO
tailor 5614A	galvanizer 5614A	insurance agent 5614A	waitress/er 5614A	advertising agent 5614A
baker 5614A	gunsmith 5614A	companion to the elderly 5614A	ski lift operator 5614A	jeweler 5614A
fabric consultant 5614A	moving machine operator 5614A	bridal consultant 5614A	swimming instructor 5614A	shipping clerk 5614A
floral designer 5614A	hose maker 5614A	pet groomer 5614A	dance instructor 5614A	grocer 5614A
dry cleaner 5614A	diamond cutter 5614A	body guard 5614A	tennis pro 5614A	auto parts 5614A
pantry supervisor 5614A	shift foreman 5614A	ladies maid 5614A	restaurant chef 5614A	lumberyard worker 5614A
food checker 5614A	sawyer 5614A	personal manager 5614A	short order cook 5614A	deliverer 5614A

This game is called Career Cluster. It is played similar to Bingo. The caller will call out the name of a Career Cluster, and them the name of a worker within that cluster. If you have that worker on your card, cover that square. You have to cover all the squares with workers under one cluster before you can Bingo. Only vertical bingos count. The caller should check your card.

CAREER CLUSTER

ENVIRONMENT	HEALTH	BUSINESS AND OFFICE	MARINE SCIENCE	TRANSPORTATION
forest ranger 5614A	general duty nurse 5614A	file clerk 5614A	skin diver 5614A	truck driver 5614A
soil conservation-ist 5614A	sanitarian 5614A	typist 5614A	biologist (marine) 5614A	stewardess 5614A
canal tender 5614A	nursing aid 5614A	computer programmer 5614A	engineer (marine) 5614A	pilot 5614A
conservation officer 5614A	receptionist 5614A	systems analyst 5614A	oceanographer 5614A	railroad engineer 5614A
meteorologist 5614A	x-ray technician 5614A	stenographer 5614A	submarine operator 5614A	taxi driver 5614A
air pollution analyst 5614A	dental assistant 5614A	key punch operator 5614A	fish hatchery worker 5614A	train conductor 5614A
forest fire fighter 5614A	veterinarian 5614A	secretary 5614A	shrimper 5614A	brakeman 5614A

This game is called Career Cluster. It is played similar to bingo. [illegible] call out the name of a Career Cluster, and then the name of a worker within that cluster. If you have that worker on your card, cover that square. You have to cover all the squares with workers under one cluster before you can bingo. Only vertical bingos count. The caller should check your card.

CAREER CLUSTER

ENVIRONMENT	HEALTH	BUSINESS AND OFFICE	MARINE SCIENCE	TRANSPORTATION
surveyor 5614A	psychiatrist 5614A	calculator operator 5614A	whaler 5614A	airport manager 5614A
balloonist 5614A	hospital orderly 5614A	receptionist 5614A	commerical fisherman 5614A	dispatcher 5614A
seismologist 5614A	dentist 5614A	business machine servicer 5614A	lobster farmer 5614A	mechanic 5614A
a[illegible]ist 5614A	physician 5614A	stockbroker 5614A	sponge diver 5614A	engine inspector 5614A
landscaper 5614A	researcher 5614A	credit manager 5614A	underwater salvager 5614A	radio operator 5614A
lumberjack 5614A	dental lab technician 5614A	labor relations agent 5614A	fish farmer 5614A	cargo agent 5614A
wastewater treat-[illegible] operator 5614A	surgeon 5614A	business counselor 5614A	marine conservationist 5614A	switchman 5614A

This game is called Career Cluster. It is played similar to Bingo. The caller will call out the name of a Career Cluster, and then the name of a worker within that cluster. If you have that worker on your card, cover that square. You have to cover all the squares with workers under one cluster before you can bingo. Only vertical bingos count. The caller should check your card.

CAREER CLUSTER

ENVIRONMENT	HEALTH	BUSINESS AND OFFICE	MARINE SCIENCE	TRANSPORTATION
city planner 5614A	pharmacist 5614A	inventor 5614A	clam dredge operator 5614A	merchant marine 5614A
mine inspector 5614A	mid-wife 5614A	accountant 5614A	aquanaut 5614A	stewart 5614A
pillar robber 5614A	dietician 5614A	billing clerk 5614A	fish culturist 5614A	navigator 5614A
[illegible]rologist 5614A	anesthetist 5614A	operations chief 5614A	trawler 5614A	shoresman 5614A
mucker 5614A	physical therapist 5614A	order clerk 5614A	marine oiler 5614A	barge operator 5614A
water tester 5614A	private nurse 5614A	purchasing agent 5614A	fishery bacterologist 5614A	bus driver 5614A
fish and wildlife a[illegible]stant 5614A	ambulance driver 5614A	payroll clerk 5614A	5614A	signal maintainer 5614A

It is played similar to bingo. The caller will call out the name of a Career Cluster, and then the name of a worker within that cluster. If you have that worker on your card, cover that square. You have to cover all the squares with workers under one cluster before you can bingo. Only vertical bingos count. The caller should check your card.

CAREER CLUSTER

LIC SERVICES	FINE ARTS AND HUMANITIES	AGRI-BUSINESS AND NATURAL RESOURCES	COMMUNICATION AND MEDIA	CONSTRUCTION
traffic officer 5614A	lyricist 5614A	wheat farmer 5614A	television news-writer 5614A	electrician 5614A
police detective 5614A	composer 5614A	cattle auctioneer 5614A	telephone repairman 5614A	painter 5614A
night watchman 5614A	sculpter 5614A	rancher 5614A	technical director 5614A	roofer 5614A
fighters 5614A	dancer 5614A	combine operator 5614A	compositor 5614A	jackhammer operator 5614A
animal shelter worker 5614A	artist 5614A	tree surgeon 5614A	book binder 5614A	building contractor 5614A
highway patrol officer 5614A	costume designer 5614A	grain elevator operator 5614A	lithographer 5614A	architect 5614A
recreation director 5614A	set designer 5614A	oil rigger 5614A	copy boy 5614A	bricklayer 5614A

This game is called Career Cluster. It is played similar to Bingo. The caller will call out the name of a Career Cluster, and then the name of a worker within that cluster. If you have that worker on your card, cover that square. You have to cover all the squares with workers under one cluster before you can bingo. Only vertical bingos count. The caller should check your card.

CAREER CLUSTER

PUBLIC SERVICES	FINE ARTS AND HUMANITIES	AGRI-BUSINESS AND NATURAL RESOURCES	COMMUNICATIONS AND MEDIA	CONSTRUCTION
juvenile case-worker 5614A	portrait photographer 5614A	nursery owner 5614A	telegrapher 5614A	cabinet maker 5614A
governor 5614A	director 5614A	crop duster 5614A	typesetter 5614A	site foreman 5614A
city commissioner 5614A	conductor 5614A	refinery foreman 5614A	proofreader 5614A	civil engineer 5614A
prison warden 5614A	booking agent 5614A	gas tester 5614A	journalist 5614A	crane operator 5614A
vehicle inspector 5614A	stage hand 5614A	wheat cleaner 5614A	newscaster 5614A	riveter 5614A
librarian 5614A	lighting specialist 5614A	irrigator 5614A	lineman 5614A	safety engineer 5614A
rescuer 5614A	choreographer 5614A	dairy herdsman 5614A	T.V. announcer 5614A	building inspector 5614A

This game is called Career Cluster. It is played similar to Bingo. The caller will call out the name of a Career Cluster, and then the name of a worker within that cluster. If you have that worker on your card, cover that square. You have to cover all the squares with workers under one cluster before you can bingo. Only vertical bingos count. The caller should check your card.

CAREER CLUSTER

PUBLIC SERVICES	FINE ARTS AND HUMANITIES	AGRI-BUSINESS AND NATURAL RESOURCES	COMMUNICATIONS AND MEDIA	CONSTRUCTION
life guard 5614A	rock group musician 5614A	oil pipe inspector 5614A	commerical artist 5614A	mason 5614A
camp counselor 5614A	actress 5614A	butcher 5614A	press photographer 5614A	carpenter 5614A
lawyer 5614A	comedian 5614A	meat packing plant manager 5614A	production manager 5614A	excavator 5614A
[illegible] ranger 5614A	playwright 5614A	agronomist 5614A	reporter 5614A	bulldozer operator 5614A
social worker 5614A	novelist 5614A	brand inspector 5614A	copy editor 5614A	plumber 5614A
day care worker 5614A	opera singer 5614A	egg grader 5614A	T.V. cameraman 5614A	plasterer 5614A
probation officer 5614A	make up artist 5614A	extension service specialist 5614A	teletype operator 5614A	draftsman 5614A

TEACHER: Cut out these worker names and place them in a small envelope. Attach the envelope to the Classifying Careers Sheet that matches this Heading. The student directions are on the Classifying Careers Sheet.

CONSUMER HOMEMAKING 	MANUFACTURING 	PERSONAL SERVICES 	HOSPITALITY AND RECREATION 	MARKETING AND DISTRIBUTI
[illegible]sekeeper 5614A	metal fabricator 5614A	beauty counselor 5614A	jockey 5614A	warehouse supervisor 5614A
utler 5614A	motor assembler 5614A	marriage counselor 5614A	equestrian 5614A	shipping and receiving cler 5614A
hild counselor 5614A	lens grinder 5614A	tax counselor 5614A	golf pro 5614A	package designer 5614A
nterior decorator 5614A	production manager 5614A	personal shopper 5614A	maitre de 5614A	forklift operator 5614A
hild care - 5614A	electrical equipment engineer 5614A	valet 5614A	bus boy 5614A	car sales pers- 5614A
upholsterer 5614A	factory engineer 5614A	chauffeur 5614A	recreation director 5614A	price marker 5614A
alad maker 5614A	gage designer 5614A	escort service employee 5614A	bartender 5614A	fashion coordinator 5614A

TEACHER: Cut out these worker names and place them in a small envelope. Attach the envelope to the Classifying Careers Sheet that matches this heading. The student directions are on the Classifying Careers Sheet.

CONSUMER AND HOMEMAKING	MANUFACTURING	PERSONAL SERVICES	HOSPITALITY AND RECREATION	MARKETING AND DISTRIBUTI
product tester 5634a	quality control supervisor 5634a	barber 5634a	coffee shop manager 5634a	cashier 5634a
ressmaker 5634a	lathe operator 5634a	cosmetologist 5634a	caterer 5634a	stock clerk 5634a
ashion designer 5634a	welder 5634a	manicurist 5634a	hotel manager 5634a	manager traine 5634a
[illegible]e writer 5634a	drill press operator 5634a	mortician 5634a	reservations clerk 5634a	product demonstrator 5634a
ome service representative 5634a	grinder 5634a	massager 5634a	ski instructor 5634a	market researc analyst 5634a
omemaker 5634a	kettleman 5634a	minister 5634a	quarterback 5634a	model 5634a
ome economist 5634a	tool and dye maker 5634a	shoe repair 5634a	bell captain 5634a	display worker 5634a

TEACHER: Cut out these worker names and place them in a small envelope. Attach the envelope to the Classifying Careers Sheet that matches this Heading. The student directions are on the Classifying Careers Sheet.

ONSUMER HOMEMAKING	MANUFACTURING	PERSONAL SERVICES	HOSPITALITY AND RECREATION	MARKETING AND DISTRIBUTI
ailor 5614A	galvanizer 5614A	insurance agent 5614A	waitress/er 5614A	advertising agent 5614A
ef 5614A	gunsmith 5614A	companion to the elderly 5614A	ski lift operator 5614A	jeweler 5614A
rit consultant 5614A	moving machine operator 5614A	bridal consultant 5614A	swimming instructor 5614A	shipping clerk 5614A
l designer 5614A	hose maker 5614A	pet groomer 5614A	dance instructor 5614A	grocer 5614A
ry cleaner 5614A	diamond cutter 5614A	body guard 5614A	tennis pro 5614A	auto parts 5614A
undry supervisor 5614A	shift foreman 5614A	ladies maid 5614A	restaurant chef 5614A	lumberyard worker 5614A
od checker 5614A	sawyer 5614A	personal manager 5614A	short order cook 5614A	deliverer 5614A

TEACHER: Cut out these worker names and place them in a small envelope. Attach the envelope to the Classifying Careers Sheet that matches this heading. The student directions are on the Classifying Careers Sheet.

NVIRONMENT	HEALTH	BUSINESS AND OFFICE	MARINE SCIENCE	TRANSPORTATION
orest ranger 5614A	general duty nurse 5614A	file clerk 5614A	skin diver 5614A	truck driver 5614A
oil conservation- st 5614A	sanitarian 5614A	typist 5614A	biologist (marine) 5614A	stewardess 5614A
anal tender 5614A	nursing aid 5614A	computer programmer 5614A	engineer (marine) 5614A	pilot 5614A
[illegible]rvation [illegible]er 5614A	receptionist 5614A	systems analyst 5614A	oceanographer 5614A	railroad engineer 5614A
eteorologist 5614A	x-ray technician 5614A	stenographer 5614A	submarine operator 5614A	taxi driver 5614A
r pollution nalyst 5614A	dental assistant 5614A	key punch operator 5614A	fish hatchery worker 5614A	train conduct- 5614A
orest fire fighter 5614A	veterinarian 5614A	secretary 5614A	shrimper 5614A	brakeman 5614A

TEACHER: Cut out these worker names and place them in a small envelope. Attach the envelope to the Classifying Careers Sheet that matches this Heading. The student directions are on the Classifying Careers Sheet.

[illegible]VIRONMENT	HEALTH	BUSINESS AND OFFICE	MARINE SCIENCE	TRANSPORTATION
surveyor 5614A	psychiatrist 5614A	calculator operator 5614A	whaler 5614A	airport manager 5614A
balloonist 5614A	hospital orderly 5614A	receptionist 5614A	commerical fisherman 5614A	dispatcher 5614A
seismologist 5614A	dentist 5614A	business machine servicer 5614A	lobster farmer 5614A	mechanic 5614A
[illegible]ist 5614A	physician 5614A	stockbroker 5614A	sponge diver 5614A	engine inspector 5614A
landscaper 5614A	researcher 5614A	credit manager 5614A	underwater salvager 5614A	radio operator 5614A
lumberjack 5614A	dental lab technician 5614A	labor relations agent 5614A	fish farmer 5614A	cargo agent 5614A
wastewater treatment operator 5614A	surgeon 5614A	business counselor 5614A	marine conservationist 5614A	switchman 5614A

TEACHER: Cut out these worker names and place them in a small envelope. Attach the envelope to the Classifying Careers Sheet that matches this Heading. The student directions are on the Classifying Careers Sheet.

ENVIRONMENT	HEALTH	BUSINESS AND OFFICE	MARINE SCIENCE	TRANSPORTATION
city planner 5614A	pharmacist 5614A	inventor 5614A	clam dredge operator 5614A	merchant marine 5614A
mine inspector 5614A	mid-wife 5614A	accountant 5614A	aquanaut 5614A	stewart 5614A
pillar robber 5614A	dietician 5614A	billing clerk 5614A	fish culturist 5614A	navigator 5614A
[illegible]rologist 5614A	anesthetist 5614A	operations chief 5614A	trawler 5614A	shoresman 5614A
mucker 5614A	physical therapist 5614A	order clerk 5614A	marine oiler 5614A	barge operato 5614A
water tester 5614A	private nurse 5614A	purchasing agent 5614A	fishery bacterologist 5614A	bus driver 5614A
fish and wildlife [illegible]sistant 5614A	ambulance driver 5614A	payroll clerk 5614A	5614A	signal maintainer 5614A

TEACHER: Cut out these worker names and place them in a small envelope. Attach the envelope to the Classifying Careers Sheet that matches this Heading. The student directions are on the Classifying Careers Sheet.

PUB[illegible] SERVICES	FINE ARTS AND HUMANITIES	AGRI-BUSINESS AND NATURAL RESOURCES	COMMUNICATION AND MEDIA	CONSTRUCTION
raffic officer 5614A	lyricist 5614A	wheat farmer 5614A	television news-writer 5614A	electrician 5614A
olice detective 5614A	composer 5614A	cattle auctioneer 5614A	telephone repairman 5614A	painter 5614A
ight watchman 5614A	sculpter 5614A	rancher 5614A	technical director 5614A	roofer 5614A
[illegible]fighters 5614A	dancer 5614A	combine operator 5614A	compositor 5614A	jackhammer operator 5614A
nimal shelter worker 5614A	artist 5614A	tree surgeon 5614A	book binder 5614A	building contractor 5614A
hway patrol officer 5614A	costume designer 5614A	grain elevator operator 5614A	lithographer 5614A	architect 5614A
recreation director 5614A	set designer 5614A	oil rigger 5614A	copy boy 5614A	bricklayer 5614A

TEACHER: Cut out these worker names and place them in a small envelope. Attach the envelope to the Classifying Careers Sheet that matches this Heading. The student directions are on the Classifying Careers Sheet.

[illegible]IC SERVICES	FINE ARTS AND HUMANITIES	AGRI-BUSINESS AND NATURAL RESOURCES	COMMUNICATIONS AND MEDIA	CONSTRUCTION
juvenile case-worker 5614A	portrait photographer 5614A	nursery owner 5614A	telegrapher 5614A	cabinet maker 5614A
governor 5614A	director 5614A	crop duster 5614A	typesetter 5614A	site foreman 5614A
city commissioner 5614A	conductor 5614A	refinery foreman 5614A	proofreader 5614A	civil engineer 5614A
[illegible]n warden 5614A	booking agent 5614A	gas tester 5614A	journalist 5614A	crane operator 5614A
vehicle inspector 5614A	stage hand 5614A	wheat cleaner 5614A	newscaster 5614A	riveter 5614A
librarian 5614A	lighting specialist 5614A	irrigator 5614A	lineman 5614A	safety engineer 5614A
rescuer 5614A	choreographer 5614A	dairy herdsman 5614A	T.V. announcer 5614A	building inspector 5614A

TEACHER: Cut out these worker names and place them in a small envelope. Attach the envelope to the Classifying Careers Sheet that matches this Heading. The student directions are on the Classifying Careers Sheet.

P[illegible]IC SERVICES	FINE ARTS AND HUMANITIES	AGRI-BUSINESS AND NATURAL RESOURCES	COMMUNICATIONS AND MEDIA	CONSTRUCTION
life guard 5614A	rock group musician 5614A	oil pipe inspector 5614A	commerical artist 5614A	mason 5614A
camp counselor 5614A	actress 5614A	butcher 5614A	press photographer 5614A	carpenter 5614A
lawyer 5614A	comedian 5614A	meat packing plant manager 5614A	production manager 5614A	excavator 5614A
[illegible] ranger 5614A	playwright 5614A	agronomist 5614A	reporter 5614A	bulldozer operator 5614A
social worker 5614A	novelist 5614A	brand inspector 5614A	copy editor 5614A	plumber 5614A
day care worker 5614A	opera singer 5614A	egg grader 5614A	T.V. cameraman 5614A	plasterer 5614A
probation officer 5614A	make up artist 5614A	extension service specialist 5614A	teletype operator 5614A	draftsman 5614A

appropriate Career Cluster headings. Check your work with your teacher or the master checklist.

CAREER CLASSIFICATION SHEET

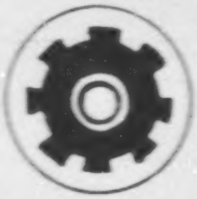
5614A

ENVIRONMENT	HEALTH	BUSINESS AND OFFICE	MARINE SCIENCE	TRANSPORTATIO

appropriate Career Cluster headings. Check your work with your teacher or the master checklist.

CAREER CLASSIFICATION SHEET

5614A

CONSUMER D HOMEMAKING	MANUFACTURING	PERSONAL SERVICES	HOSPITALITY AND RECREATION	MARKETING AND DISTRIBUT
				

Take the names of the workers out of the envelope and place them under the appropriate Career Cluster headings. Check your work with your teacher or the master checklist.

CAREER CLASSIFICATION SHEET

5614A

LIC SERVICES	FINE ARTS AND HUMANITIES	AGRI-BUSINESS AND NATURAL RESOURCES	COMMUNICATION AND MEDIA	CONSTRUCTION

	PUBLIC SERVICES	FINE ARTS AND HUMANITIES	AGRI-BUSINESS AND NATURAL RESOURCES	COMMUNICATION AND MEDIA	CONSTRUCTION
1.	life guard	rock group musician	oil pipe instructor	commerical artist	mason
2.	camp counselor	actress	butcher	press photographer	carpenter
3.	lawyer	comedian	meat packing plant manager	production manager	excavator
4.	park ranger	playwright	agronomist	reporter	bulldozer operator
5.	social worker	novelist	brand inspector	copy editor	plumber
6.	day care worker	opera singer	egg grader	T.V. cameraman	plasterer
7.	probation officer	make up artist	extension service specialist	teletype operator	draftsman
8.	juvenile case-worker	portrait photographer	nursery owner	telegrapher	cabinet maker
9.	governor	director	crop duster	typesetter	site foreman
10.	city commissioner	conductor	refinery foreman	proofreader	civil engineer
11.	prison warden	booking agent	gas tester	journalist	crane operator
12.	vehicle inspector	stage hand	wheat cleaner	newscaster	riveter
13.	librarian	lighting specialist	irrigator	lineman	safety engineer
14.	rescuer	choreographer	dairy herdsman	T.V. announcer	building inspector
15.	traffic officer	lyricist	wheat farmer	television news-writer	electrician
16.	police detective	composer	cattle auctioneer	telephone repair-man	electrician
17.	night watchman	sculpter	rancher	technical director	roofer
18.	fire fighters	dancer	combine operator	compositor	jackhammer operator
19.	animal shelter worker	artist	tree surgeon	book binder	building contractor
20.	highway patrol officer	costume designer	grain elevator operator	lithographer	architect
21.	recreation director	set designer	oil rigger	copy boy	bricklayer

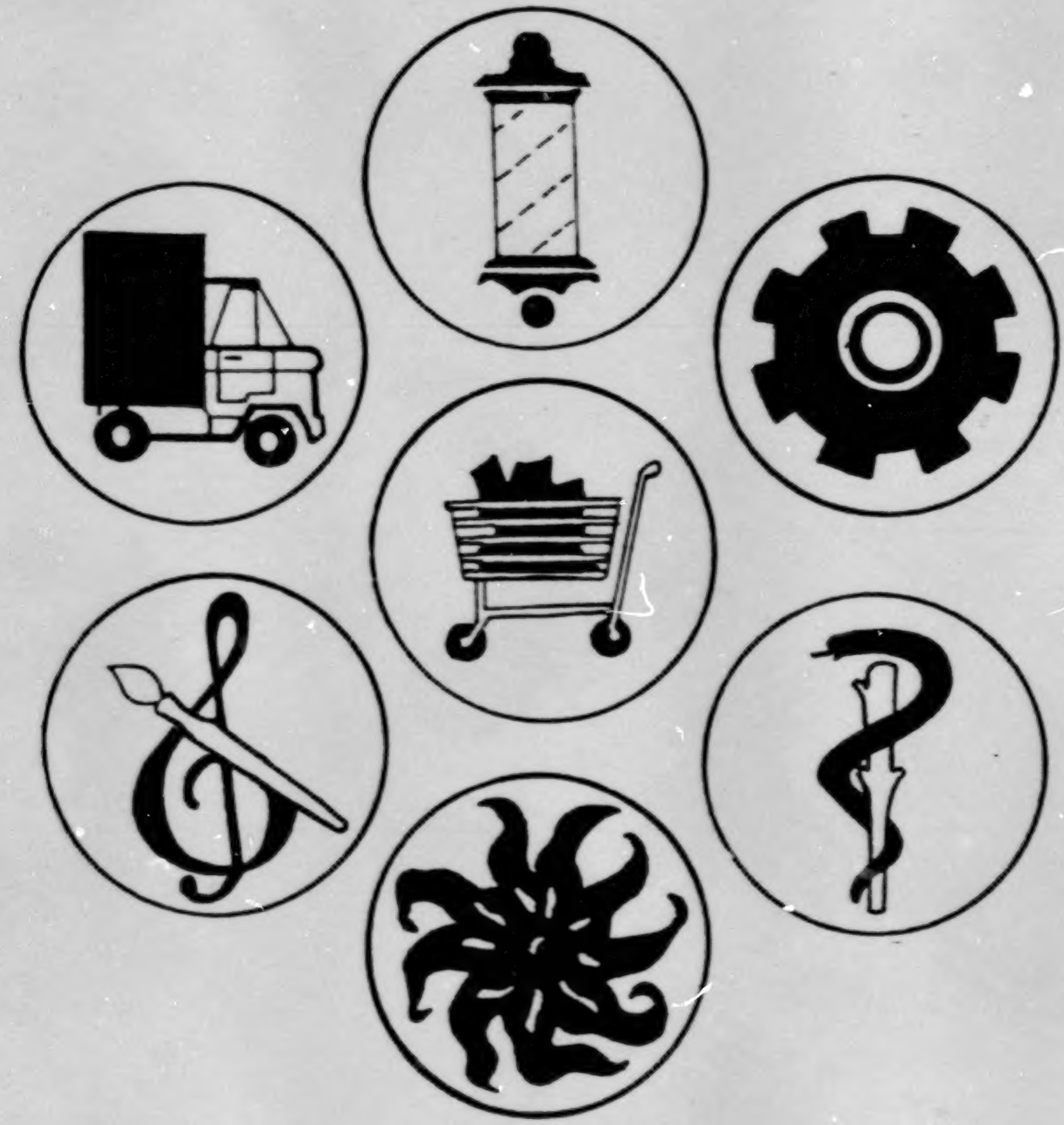
	ENVIRONMENT	HEALTH	BUSINESS AND OFFICE	MARINE SCIENCE	TRANSPORTATION
1.	forest ranger	general duty nurse	file clerk	skin diver	truck driver
2.	soil conservationist	sanitarian	typist	biologist (marine)	stewardess
3.	canal tender	nursing aid	computer programmer	engineer (marine)	pilot
4.	conservation officer	receptionist	systems analyst	oceanographer	railroad engineer
5.	meteorologist	x-ray technician	stenographer	submarine operator	taxi driver
6.	air pollution analyst	dental assistant	key punch operator	fish hatchery worker	train conductor
7.	forest fire fighter	veterinarian	secretary	shrimper	brakeman
8.	surveyor	psychiatrist	calculator operator	whaler	airport manager
9.	balloonist	hospital orderly	receptionist	commerical fisherman	dispatcher
10.	seismologist	dentist	business machine servicer	lobster farmer	mechanic
11.	aquarist	physician	stockbroker	sponge diver	engine inspector
12.	landscaper	researcher	credit manager	underwater salvager	radio operator
13.	lumberjack	dental lab technician	labor relations agent	fish farmer	cargo agent
14.	wastewater treatment operator	surgeon	business counselor	marine conservationist	switchman
15.	city planner	pharmacist	inventor	clam dredge operator	merchant marine
16.	mine inspector	mid-wife	accountant	aquanaut	stewart
17.	pillar robber	dietician	billing clerk	fish culturist	navigator
18.	minerologist	anesthetist	operations chief	trawler	shoresman
19.	mucker	physical therapist	order clerk	marine oiler	barge operator
20.	water tester	private nurse	purchasing agent	fishery bacterologist	bus driver
21.	fish and wildlife assistant	ambulance driver	payroll clerk		signal maintainer

5614A

	CONSUMER AND HOMEMAKING	MANUFACTURING	PERSONAL SERVICES	HOSPITALITY AND RECREATION	MARKETING AND DISTRIBUTIO
1.	product tester	quality control supervisor	barber	coffee shop manager	cashier
2.	dressmaker	lathe operator	cosmetologist	caterer	stock clerk
3.	fashion designer	welder	manicurist	hotel manager	manager trainee
4	ecipe writer	drill press operator	mortician	reservations clerk	product demonstrator
5.	home service representative	grinder	massager	ski instructor	market research analyst
6.	homemaker	kettleman	minister	quarterback	model
7.	home economist	tool and dye maker	shoe repair	bell captain	display worker
8.	housekeeper	metal fabricator	beauty counselor	jockey	warehouse supervisor
9.	butler	motor assembler	marriage counselor	equestrian	shipping and receiving clerk
10	hild counselor	lens grinder	tax counselor	golf pro	package designer
11.	interior decorator	production manager	personal shopper	maitre de	forklist operator
12.	child care	electrical equipment engineer	valet	bus boy	car sales person
13.	upholsterer	factory engineer	chauffeur	recreation director	price marker
14.	salad maker	gage designer	escort service employee	bartender	fashion coordinator
1	ailor	galvanizer	insurance agent	waitress/er	advertising agent
16.	baker	gunsmith	companion to the elderly	ski lift operator	jeweler
17.	fabric consultant	moving machine operator	bridal consultant	swimming instructor	shipping clerk
18.	floral designer	hose maker	pet groomer	dance instructor	grocer
19.	dry cleaner	diamond cutter	body guard	tennis pro	auto parts
20.	pantry supervisor	shift foreman	ladies maid	restaurant chef	lumberyard worker
21	ood checker	sawyer	personal manager	short order cook	deliverer

5614A

The following are samples of the discs that will be included in callers envelope.



PERSONAL
SERVICES

Beauty Counselor

MANUFACTURING

Motor assembler

TRANSPORTATION

Stewart

CONSUMER AND
HOMEMAKING

Housekeeper

HEALTH

Pharmacist

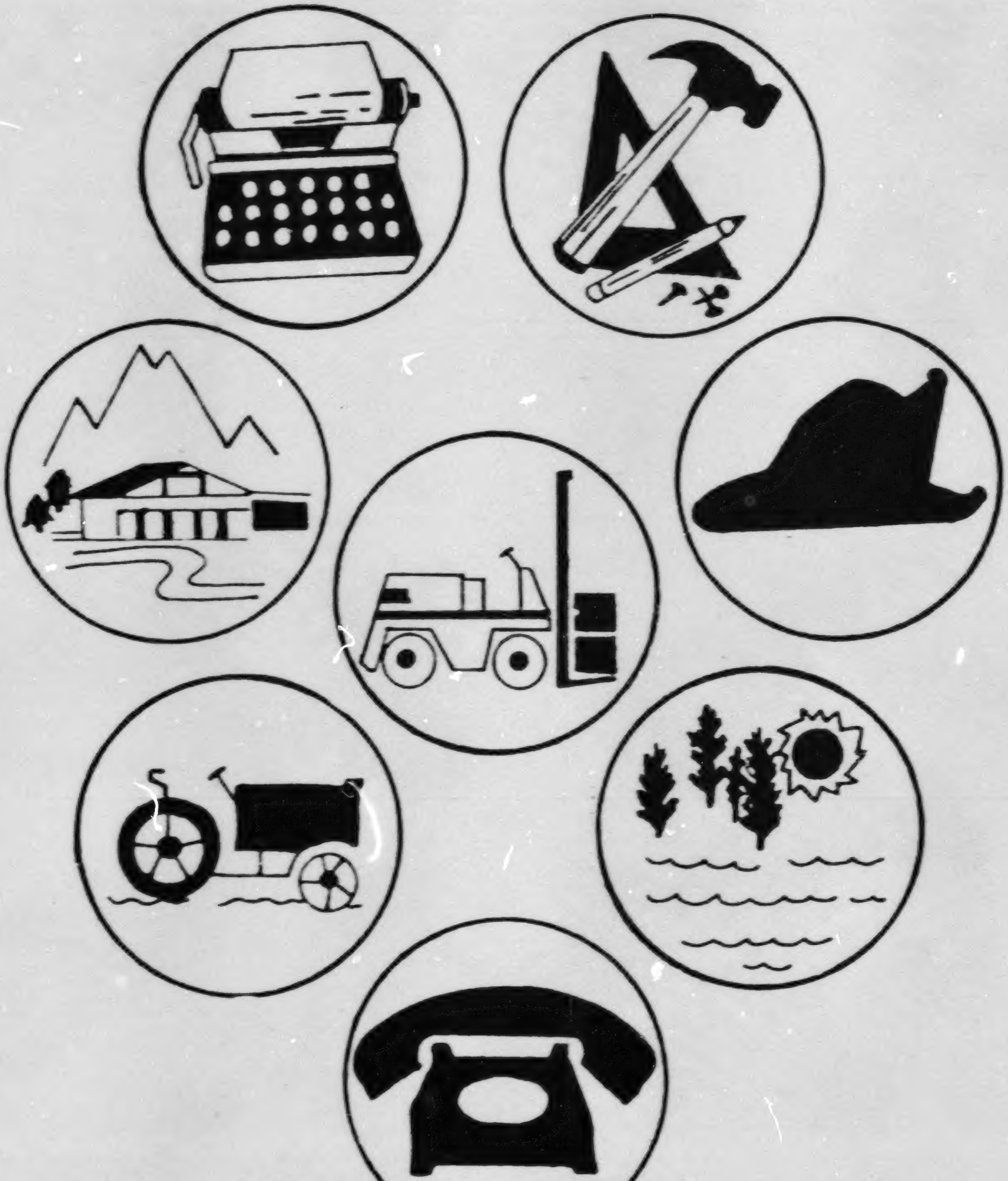
FINE ARTS AND
HUMANITIES

Rock group musician

MARINE SCIENCE

Trawler

The following are samples of the discs that will be included in callers envelope.



CONSTRUCTION

Carpenter

BUSINESS AND OFFICE

Accountant

PUBLIC SERVICES

Lawyer

HOSPITALITY AND RECREATION

Golf pro

MARKETING AND DISTRIBUTION

Package designer

ENVIRONMENT

Water tester

AGRI-BUSINESS AND NATURAL RESOURCES

Butcher

COMMUNICATIONS AND MEDIA

Reporter

CALLER'S DIRECTIONS

Empty the game parts into a shoe box or similar size container. Mix the pieces thoroughly with both hands.

Draw the pieces out one at a time. Tell the players the name of the cluster symbol and the name of the worker printed on the piece. For example: Consumer and Homemaking--Fabric consultant.

As you call the names, group them together by cluster symbol. When someone bingos, check their card with the names you have called.

CAREER GENERALIZATION:

Different occupations are related in many ways.

CAREER OBJECTIVE:

The student will ifentify the different occupational clusters, and the jobs within those clusters.

PERFORMANCE OBJECTIVE:

Given a job name, the student will match the job name with another from the same occupational cluster.

MATERIALS:

*Clusteration Game Board
*3 Sets of Career Cards (30 cards each set)
*15 Cluster Puzzles (30 cards each puzzle)
*Occupational Cluster Cards (15)
*Clusteration Answer Keys (3)

PREPARATION:

1. Arrange one Cluster Puzzle Set in numerical order face-down on the game board.

2. Arrange a set of Career Cards with job name showing on the game board, on top of the puzzle.

3. Arrange the number cards in numberical order on top of (covering) the Career Cards.

PROCEDURE:

1. Four players are needed for this game, which is very similar to the TV game, Concentration.

2. Two players designated as contestants will attempt to match Career Cards in the same cluster. The remaining two players serve as M. C. and game board operator.

3. Play begins when one player calls out two numbers in an attempt to make a match. The two designated number cards are taken from the board, revealing two job names. If the jobs match, the cards are removed from the board, revealing two parts of the Cluster Puzzle. The player then has a chance to guess the puzzle. If a match is not achieved, the number cards are placed back on the game board.

4. Each player receives 10 points for each correct match, and 25 points if he identifies the Cluster Puzzle.

5. Game ends when all cards on board are matched, or when a player identifies the Cluster Puzzle.

6. The player with the most points wins.

GAME VERSATILITY:

Several sets of Puzzle Cards and Career Cards are included in this package to enable students to play any number of times without repetition.

EVALUATION:

Materials:

Career Cards (more than one set)
Occupational Cluster Cards (15)
Game Board

Preparation:

Arrange the set of Occupational Cluster Cards on the Game Board so that two pegs are below each Occupational Cluster Card.

Procedure:

1. Using more than one set of Career Cards, the M.C. reads a job title to one contestant, who then names the related job cluster.

2. If a correct classification is given, the card is placed on the Game Board beneath the cluster name, and the contestant receives 10 points.

3. Incorrect answers may be challenged by the opponent.

4. If neither player can identify the cluster, the card is placed aside to be reviewed after other cards have been used.

CAREER CARDS - Set I

5614A^2

LIFE GUARD

5614A^2

RECREATION DIRECTOR

5614A^2

STAGE HAND

5614A^2

COMEDIAN

5614A^2

BUTCHER

5614A^2

BRAND INSPECTOR

$5614A^2$

COMMERCIAL ARTIST

$5614A^2$

REPORTER

$5614A^2$

MASON

$5614A^2$

CARPENTER

$5614A^2$

FOREST RANGER

$5614A^2$

SOIL CONSERVATIONIST

5614A^2

NURSING AID

5614A^2

DENTAL ASSISTANT

5614A^2

FILE CLERK

5614A^2

TYPIST

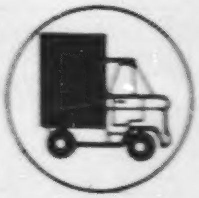
5614A^2

SKIN DIVER

5614A^2

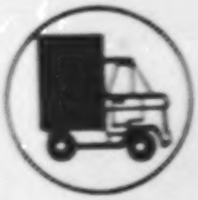
OCEANOGRAPHER

5614A^2



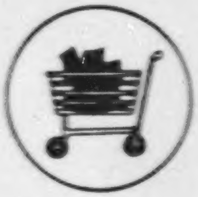
TRUCK DRIVER

5614A^2



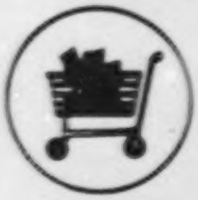
PILOT

5614A^2



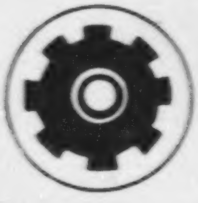
DRESSMAKER

5614A^2



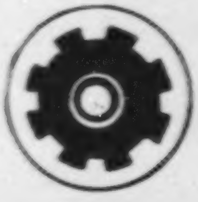
FASHION DESIGNER

5614A^2



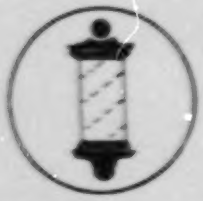
LATHE OPERATOR

5614A^2



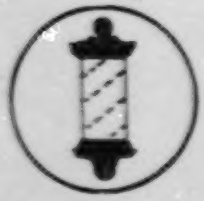
WELDER

$5614A^2$



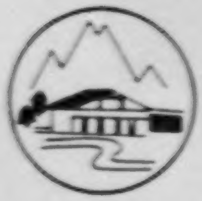
BARBER

$5614A^2$



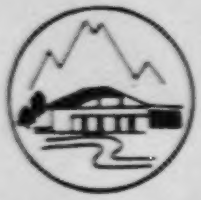
MANICURIST

$5614A^2$



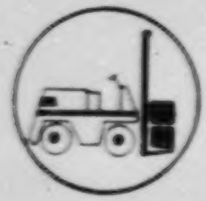
HOTEL MANAGER

$5614A^2$



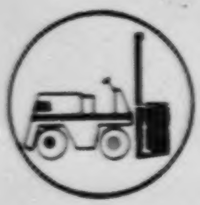
CATERER

$5614A^2$



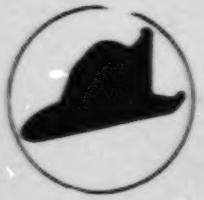
CASHIER

$5614A^2$



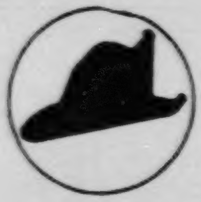
STOCK CLERK

5614A^2



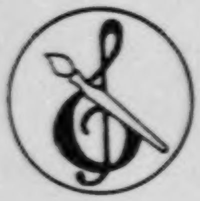
LAWYER

5614A^2



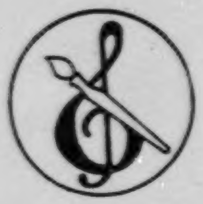
PROBATION OFFICER

5614A^2



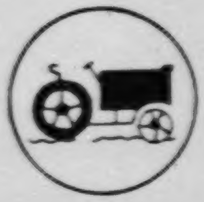
OPERA SINGER

5614A^2



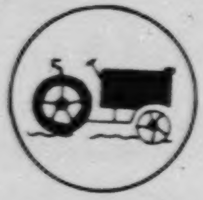
MAKE-UP ARTIST

5614A^2



NURSERY OWNER

5614A^2



CROP DUSTER

$5614A^2$

TELEGRAPHER

$5614A^2$

LINEMAN

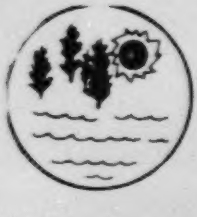
$5614A^2$

EXCAVATOR

$5614A^2$

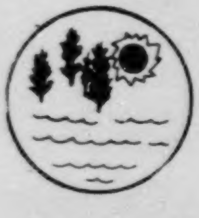
BULLDOZER OPERATOR

$5614A^2$



WASTEWATER TREATMENT OPERATOR

$5614A^2$



CANAL TENDER

CAREER CARDS - Set II

5614A^2

RECEPTIONIST

5614A^2

VETERINARIAN

5614A^2

STENOGRAPHER

5614A^2

SECRETARY

5614A^2

FISH HATCHERY WORKER

5614A^2

SHRIMPER

5614A^2

TRAIN CONDUCTOR

5614A^2

BRAKEMAN

5614A^2

HOMEMAKER

5614A^2

HOUSEKEEPER

5614A^2

DRILL PRESS OPERATOR

5614A^2

GRINDER

5614A^2

COSMETOLOGIST

5614A^2

BEAUTY COUNSELOR

5614A^2

GOLF PRO

5614A^2

QUARTERBACK

5614A^2

FASHION COORDINATOR

5614A^2

JEWELER

5614A^2

GOVERNOR

5614A^2

CITY COMMISSIONER

5614A^2

PLAYWRIGHT

5614A^2

NOVELIST

5614A^2

CATTLE AUCTIONEER

5614A^2

RANCHER

5614A^2

COPY EDITOR

5614A^2

TELETYPE OPERATOR

5614A^2

DRAFTSMAN

5614A^2

SITE FOREMAN

5614A^2

SEISMOLOGIST

5614A^2

MINEROLOGIST

5614A^{2}

HOSPITAL ORDERLY

5614A^{2}

PHYSICAL THERAPIST

5614A^{2}

CREDIT MANAGER

5614A^{2}

PAYROLL CLERK

5614A^{2}

SPONGE DIVER

5614A^{2}

UNDERWATER SALVAGER

$5614A^2$

SHORESMAN

$5614A^2$

BARGE OPERATOR

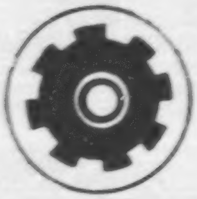
$5614A^2$

PRODUCT TESTER

$5614A^2$

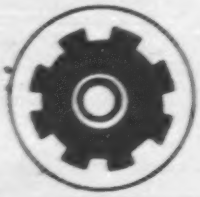
RECIPE WRITER

$5614A^2$



TOOL AND DYE MAKER

$5614A^2$



METAL FABRICATOR

5614A^2

TAX COUNSELOR

5614A^2

INSURANCE AGENT

5614A^2

RESERVATIONS CLERK

5614A^2

RECREATION DIRECTOR

5614A^2

WAREHOUSE SUPERVISOR

5614A^2

SHIPPING AND RECEIVING CLERK

ANSWER KEY

CLUSTERATION SET 1

Public Services
Life Guard
Recreation Director

Fine Arts and Humanities
Stagehand
Comedian

Agri-Business and Natural Resources
Butcher
Brand Inspector

Communication and Media
Commercial Artist
Reporter

Construction
Mason
Carpenter

Environment
Forest Ranger
Soil Conservationist

Health
Nursing Aid
Dental Assistant

Business and Office
File Clerk
Typist

Marine Science
Skin Diver
Oceanographer

Transportation
Truck Driver
Pilot

Consumer and Homemaking
Dressmaker
Fashion Designer

Manufacturing
Lathe Operator
Welder

Personal Services
Barber
Manicursit

Hospitality and Recreation
Hotel Manager
Caterer

Marketing and Distribution
Cashier
Stock Clerk

ANSWER KEY

CLUSTERATION SET 2

Public Service
Lawyer
Probation Officer

Fine Arts and Humanities
Opera Singer
Make-up Artist

Agri-Business and Natural Resources
Nursery Owner
Crop Duster

Communication and Media
Telegrapher
Lineperson

Construction
Excavator
Bulldozer Operator

Environment
Wastewater Treatment Operator
Canal Tender

Health
Receptionist
Veterinarian

Business and Office
Stenographer
Secretary

Marine Science
Fish Hatchery Worker
Shrimper

Transportation
Train Conductor
Brakeperson

Consumer and Homemaking
Homemaker
Housekeeper

Manufacturing
Drill Press Operator
Grinder

Personal Services
Cosmotologist
Beauty Counselor

Hospitality and Recreation
Golf Pro
Quarterback

Marketing and Distribution
Fashion Coordinator
Jeweler

ANSWER KEY

CLUSTERATION SET 3

Public Services
Governor
City Commissioner

Fine Arts and Humanities
Playwright
Novelist

Agri-Business and Natural Resources
Cattle Auctioneer
Rancher

Communication and Media
Copy Editor
Teletype Operator

Construction
Draftsperson
Site foreman/woman

Environment
Seismologist
Minerologist

Health
Hospital Orderly
Physical Therapist

Business and Office
Credit Manager
Payroll Clerk

Marine Science
Sponge Diver
Underwater Salvager

Transportation
Shoresman
Barge Operator

Consumer and Homemaking
Product Tester
Recipe Writer

Manufacturing
Tool and Dye Maker
Metal Fabricator

Personal Services
Tax Counselor
Insurance Agent

Hospitality and Recreation
Reservations Clerk
Recreation Director

Marketing and Distribution
Warehouse Supervisor
Shipping and Receiving Clerk

CAREER GENERALIZATION:

Different occupations are related in many ways.

CAREER OBJECTIVE:

The student will analyze the relationships between the various occupational clusters and/or jobs within the clusters.

The student will evaluate his/her own abilities, interests, and skills in relation to the occupational clusters.

PERFORMANCE OBJECTIVE:

Given a list of abilities and work attitudes, the student will analyze these and relate them to career choices which apply to his/her lifestyle.

MATERIALS:

*Copies of Activity Sheets (1 and 2) for each student

PREPARATION:

Duplicate Activity Sheets (1 and 2) for each student.

PROCEDURE:

Follow directions carefully in completing the Activity Sheets (1 and 2).

EVALUATION:

The student will complete four of the five exercises included in the Activity Sheets.

ACTIVITY SHEET #1

I. FROM THE LIST OF ABILITIES BELOW, WRITE (1) and (2) BY YOUR FIRST AND SECOND CHOICE OF THE ABILITIES IN WHICH YOU FEEL YOU ARE MOST CAPABLE

__________Working with your hands

__________Reasoning skill

__________Working with tools

__________Preparing or processing food

__________Creative writing

__________Athletic ability

__________Mathematical ability

__________Getting along with others

II. NAME TWO CAREERS RELATED TO EACH OF YOUR CHOICES.

1. ________________ 2. ________________

________________ ________________

III. FROM WHAT OCCUPATIONAL CLUSTERS, DO THESE CAREERS COME?

1. ________________ 2. ________________

ACTIVITY SHEET #2

I. ON THE LINES BELOW, WRITE THE FOUR CAREERS YOU NAMED IN EXERCISE II IN ACTIVITY SHEET #1.

____________________ ____________________

____________________ ____________________

II. FROM THE LIST OF WORK ATTITUDES BELOW, CHOOSE THOSE ATTITUDES WHICH ARE NECESSARY TO THE CAREERS YOU HAVE NAMED.

1. travel
2. danger
3. helping the sick
4. working with children
5. operating big machines
6. working at night
7. adventure
8. working with animals
9. wearing a uniform
10. driving a car or truck
11. getting dirty
12. working with numbers

Language Arts: Depth, paper design, drawing, word recognition, vocabulary enrichment, construction, painting, creative writing, sentence structure, grammar

Math: Number concepts, pattern, sets, sequence, measurement, geometry, basic operations, fractions, problem solving

Physical Education: Strength, endurance, coordination

Social Studies: Decision-making, cooperative behavior, social reform, value conception

CAREER GENERALIZATION:

Different occupations are related in many ways.

CAREER OBJECTIVE:

The student will evaluate his/her abilities, interests, and skills in relation to the occupational clusters.

PERFORMANCE OBJECTIVE:

Given the appropriate materials for each of the eight activities, the student will complete the activities with 80% accuracy.

MATERIALS:

*Refer to materials listed on each Activity Sheet.
*Comparison Sheet (used after eight activities)

PREPARATION:

Gather materials for each activity. Some activities will be designated to small groups or individuals.

PROCEDURE:

Have the students perform the eight activities following the directions for each activity. Then have the students complete the Comparison Sheet.

EVALUATION:

The student should be able to perform all activities with 80% accuracy. Refer to evaluation on each Activity Sheet.

ACTIVITY #1 - "Working with your Hands"

PERFORMANCE OBJECTIVE:

Given three copies of a picture of a worker (drawn by student), the student will elevate the picture into three dimensions with 80% accuracy.

MATERIALS:

Silicone glue (clear)
3 copies of a picture of a worker for each student
Construction paper squares with dimensions 4" x 5", in various colors
Crayons
Cardboard squares, 4" x 5" (optional)

PREPARATION:

Gather materials.
Ask each student to: draw a picture of a worker in his work situation and trace two copies of the picture; color all three pictures the same; leave one print as is; cut two other prints out.

PROCEDURE:

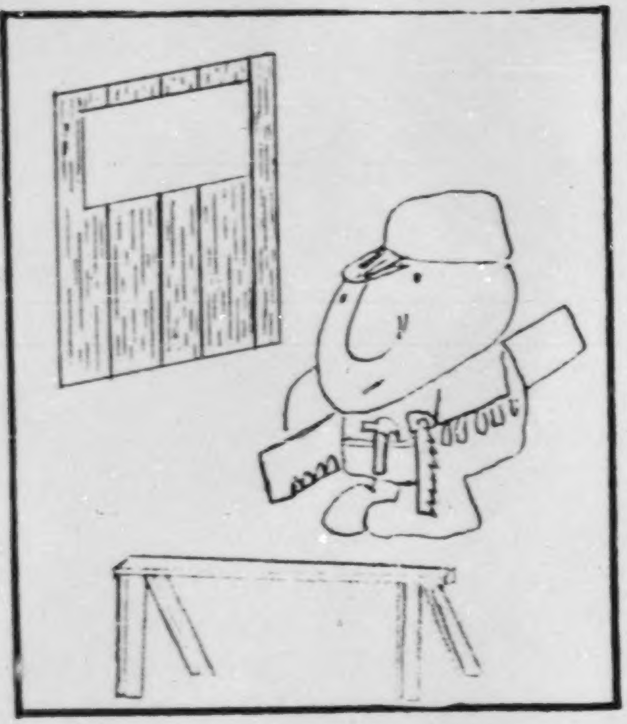
1. Glue print to construction paper background.
2. Decide which parts of your picture are farther away and which parts are closer.
3. Apply silicone glue in a peak fashion to the parts designated as background.
4. Place the glued parts so that they are directly over the base print and elevated approximately 1/4 inch. Be sure that the glued piece is directly over the part on the base print.
5. Now with the picture parts designated as closer to the front of the picture, glue them in a like fashion. Try to elevate over 1/4 inch so that picture parts will be elevated more than background parts.

EVALUATION:

The student should complete the picture with 80% accuracy. Count five points for each error in following directions. Evaluate on scale of 100 as perfect score.

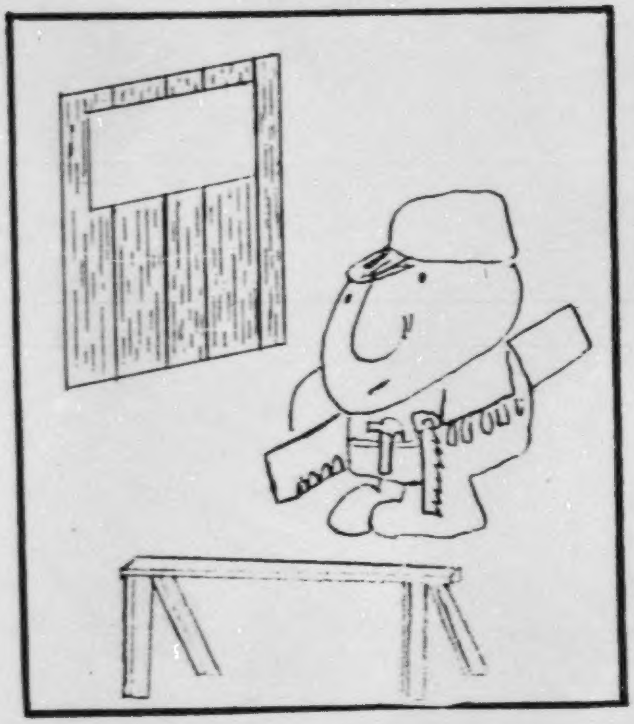
ILLUSTRATED INSTRUCTIONS:

The three pictures that follow are used to make a shadow box picture. (Three dimensional) picture #1 is the base. Follow the instructions below each picture.



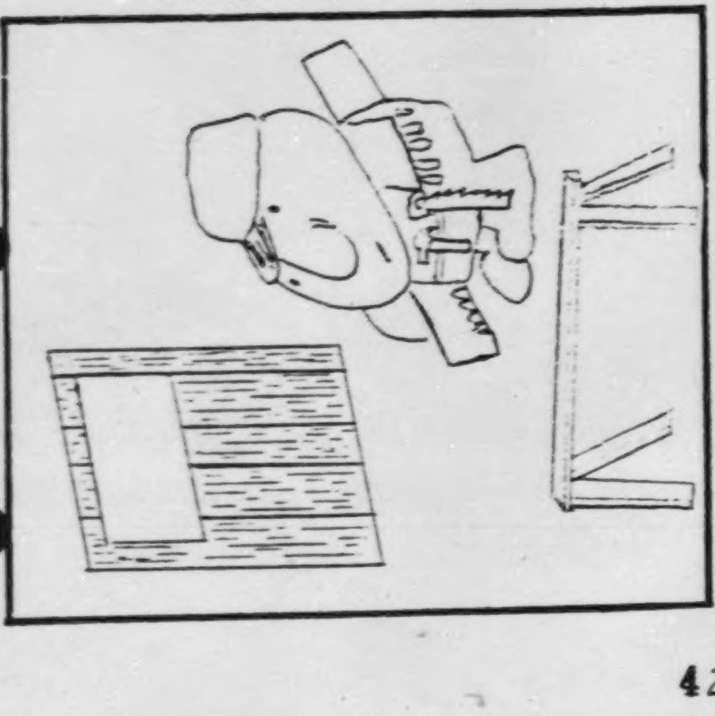
Picture #1

1. This is the base picture. Color the picture with your favorite colors. Now cut the picture off the page along the heavy black boarder.



Picture #2

2. Color the carpenter and his tools with the same colors you used on the carpenter in the first picture. Cut the carpenter out. Glue the carpenter over the carpenter in picture #1. Color, cut and glue the sawhorse to picture #1.



Picture #3

3. Color the carpenter's tools, his arm, his hat, and the board he is holding. Cut these items out and glue them in the proper place on picture #1. Color, cut and glue the sawhorse to picture #1.

How do you like your creation?

ACTIVITY #2 - "Test your Reasoning Skills"

PERFORMANCE OBJECTIVE:

Given a test of Reasoning Skills, the student will complete the test with 80% accuracy.

MATERIALS:

*Reasoning Test for each student
*Reasoning Skills Answer Key

PREPARATION:

Duplicate copies of the Reasoning Test for each student.

PROCEDURE:

Have students work the exercises on the test, following directions carefully.

EVALUATION:

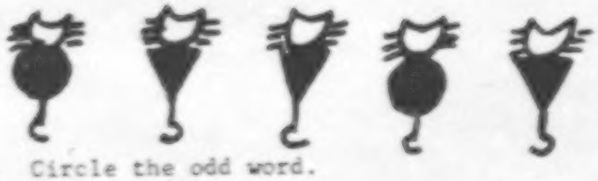
The student should complete the test with 80% accuracy. If not, retest the student using similar questions.

TEST OF REASONING SKILLS

1. What is the missing number?

   7   11   15   19   _____

2. Circle the odd cat.



3. Circle the odd word.

   Lube   Nereg   Leppur   Thaser

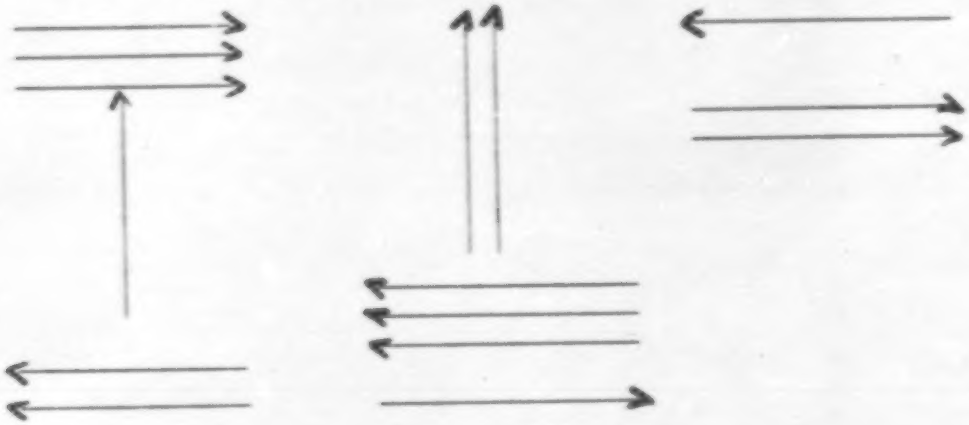
4. Put a four-letter word in the brackets that means the same as the word in front of the brackets and also has the same meaning as the word after the brackets.

   Choose [. . . .] Tool

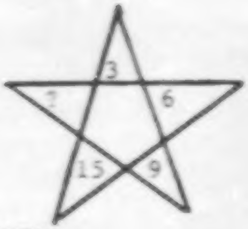
5. Put a four-letter word in the brackets that ends For and starts Robe

   For [. . . .] Robe

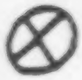
6. Draw the missing arrow(s)



7. What is the missing number?



8. Circle the odd figure.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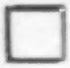
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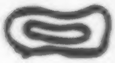
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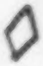
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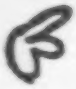
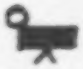

5.

9. Which of the four numbered figures fits into the vacant square? Put the number in the square.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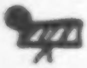
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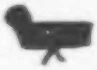
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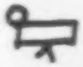
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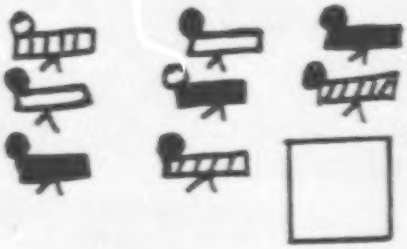


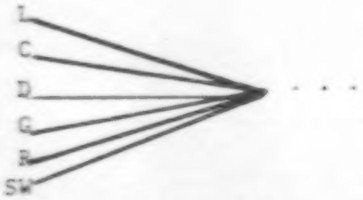
10. What is the missing letter?

B D I K P ?

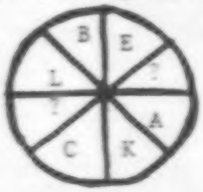
11. What is the missing number?

6 8 12 20 ?

12. What three-letter word can be added to any of the letters below to form a word?



13. What are the missing letters?



14. What is the missing number?

8	24	4
6	28	8
9	26	?

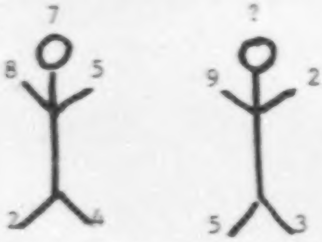
15. Put a four-letter word in the brackets that finishes NON and starts LESS.

NON [. . . .] LESS

16. Find the odd word.

Firyad
Tradyhib
Stradauy
YonDam

17. What is the missing number?



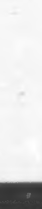
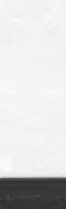
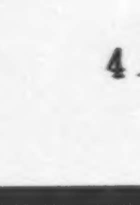
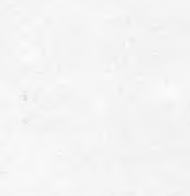
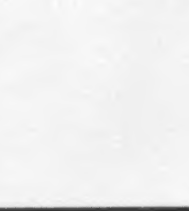
18. Put the missing word in the bracket.

Grow	[Gong]	Nags
Stem	[. . . .]	Alms

19. Find the odd word.

Paml
Bewlo
Nedlac
Thorc

20. Find the odd figure.

21. Find the four-letter word that means the same as the words outside the brackets.

Constant [. . . .] Correct

22. What are the missing letters?

$\frac{A}{Y}$ $\frac{U}{D}$ $\frac{G}{Q}$ $\frac{M}{J}$ $\frac{?}{?}$

23. Put the missing word in the bracket.

Check [C a k e] Flame
Brand [. . . .] Prude

24. What is the missing number.

2	10	2
6	10	?
5	15	8

Credit: Taken from test prepared in England, by Psychologist Hans Jurgen Eysenck.

TEST OF REASONING SKILLS

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ANSWER KEY

1. 23 (4 added each time)

2. 3 (1 and 4 are twins, 2 and 5 are twins)

3. Thaser (Hearts), others spell blue, green, purple

4. Pick

5. Ward

6. Each column has set of 1, 2, and 3 arrows.

7. 24 (each one added to previous)

8. 5 (all others can be halved)

9. 4 (bodies are black, white or striped in each row)

10. R (First 1 and the 4 letters alternatively separate letters)

11. 36 (double each and subtract 4 to get next)

12. AMP

13. O and D (Blockade spelled counterclock wise)

14. 4 (each in middle column is double the sum of those either side)

15. Sense

16. Tradyhib (birthday), all others are days of the week, Friday, Saturday, Monday

17. 3 (sum of leg numbers subtract from sum of arms gives head number)

18. Seam (1st and 3rd letters are 1st two letters of bracket. 1st and 3rd letters of second word form rest of bracket)

19. Bewlo (elbow or below), others are lights: lamp, candle, torch.

20. 4 (all others come to a point)

21. True

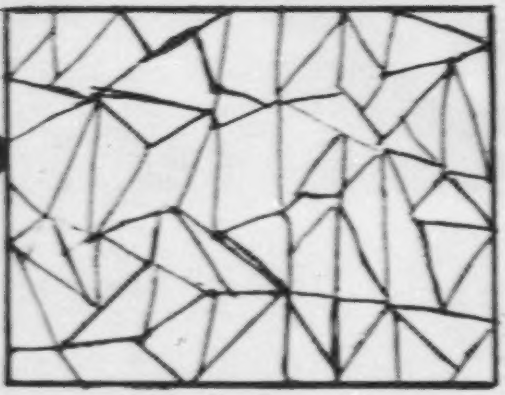
22. $\frac{M}{I}$ $\left(\frac{A}{Y} \searrow \frac{U}{D} \nearrow \frac{G}{Q} \searrow \frac{M}{J} \nearrow \frac{M}{I}\right)$

↘ ↗ ↘ ↗
(2 letters between each letter from top of one to bottom of next)

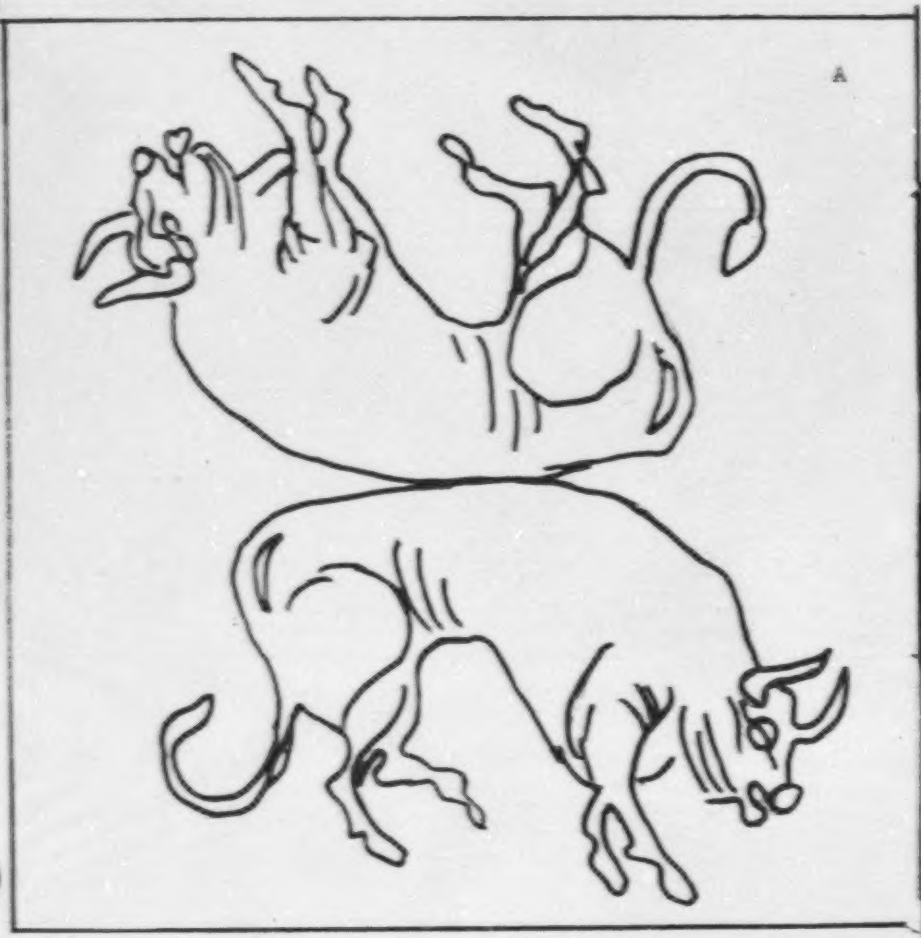
↗ ↘ ↗ ↘
(back 3 letters from bottom of first to top of second, etc.)

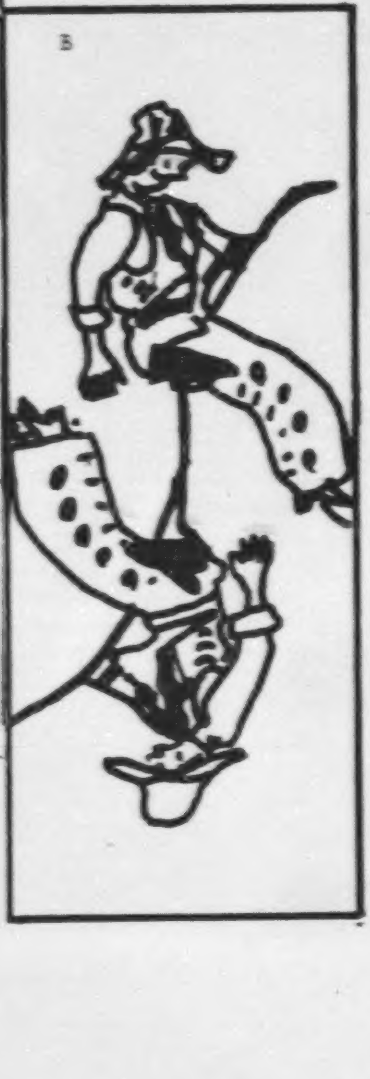
23. Nude (4th and 5th letters from each used)

24. 12 (top row numbers subtracted from bottom row numbers and then doubled, give middle.)



II. Somewhere in the mosaic above is a symmetrical five-pointed star, like those in American flags.





I. Panel B is to be placed in such a way that the two cowboys are properly mounted on the two bulls.

ACTIVITY #3 - "Working with Tools"

PERFORMANCE OBJECTIVE:

Given the appropriate materials for the construction of a bookcase, the student will use various tools in the construction, with 80% accuracy in following the dimensions of 24" x 36" x 10".

MATERIALS:

For one bookcase:

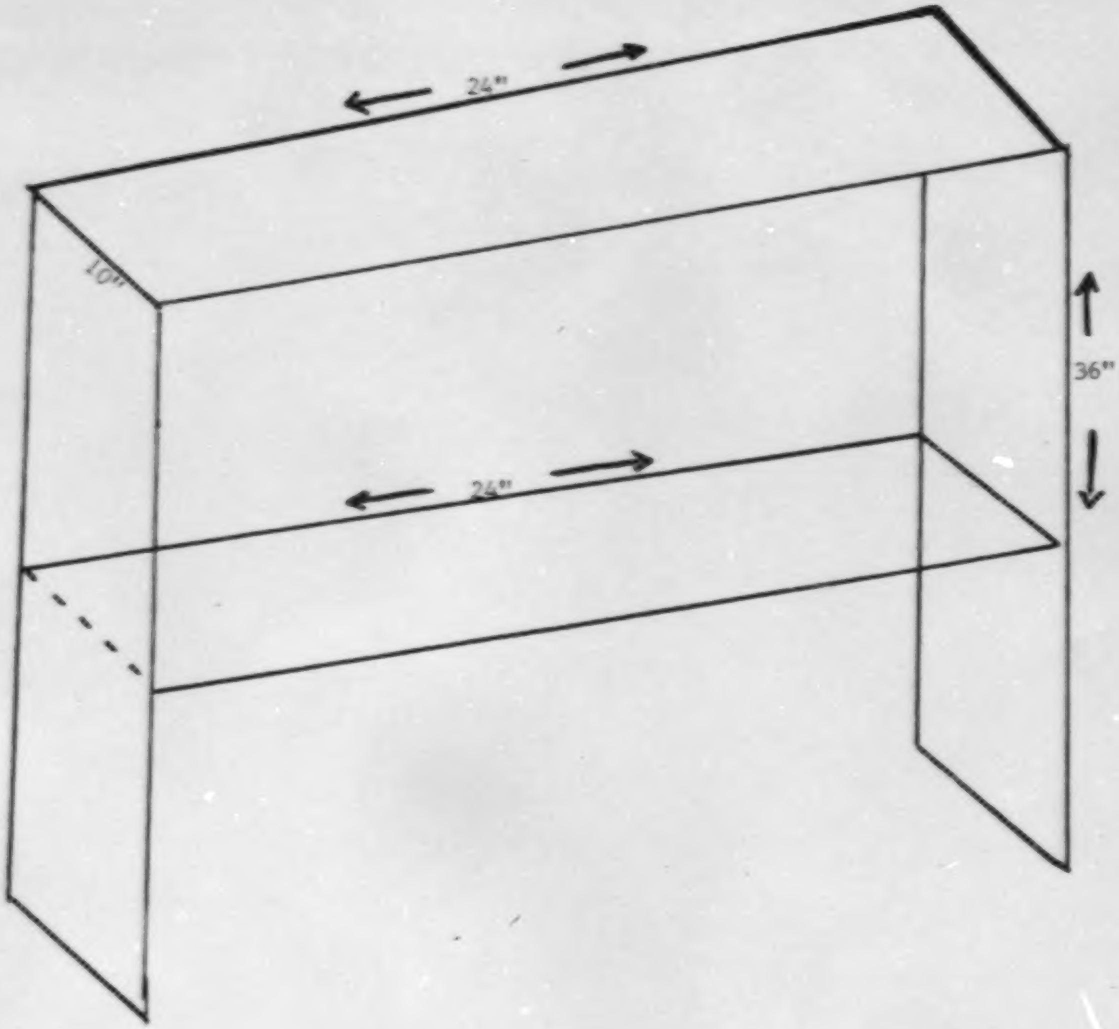
2 boards, 4' x 6'
2 hammers, nails, sandpaper, saws
paint brushes and paint
tape measure, pencil

PREPARATION:

Divide into work groups--one for each process (sawing, sanding, nailing, painting, measuring).

PROCEDURE:

1. Measure 4' board in 2 equal parts; saw.
2. Measure 6' board in 2 equal parts; saw.
3. Use two 36" pieces as side panels of bookcase, and 24" pieces as the shelves.
4. Nail boards together.
5. Sand rough edges.
6. Paint.


24"
10"
36"
24"

ACTIVITY #4 - "Food Preparation"

PERFORMANCE OBJECTIVE:

Given the appropriate food items, the student will prepare and serve to a friend one tuna sandwich 1/4 the size of a piece of bread having a triangular shape.

MATERIALS:

1 jar mayonnaise
1 loaf of bread
2 large cans of tuna fish
1 green pepper
1 stalk of celery
1 package each paper plates and napkins

PREPARATION:

Gather food items.
Divide students into work groups.

PROCEDURE:

1. Mix ingredients in large bowl.
2. One group should cut bread to correct shape.
3. One group should spread tuna mixture on bread.
4. One group should serve the sandwiches.
5. One group should take care of clean-up.

EVALUATION:

The student will participate and follow directions with 80% accuracy. Count 40 points for each error in preparation.

ACTIVITY #5 - "Creative Writing"

PERFORMANCE OBJECTIVE:

Given the opportunity to study the inside of his desk, the student will write a story of its contents, uses of contents, origin of materials, etc., with 80% accuracy in spelling and sentence structure.

MATERIALS:

Paper and pencil for each student

PREPARATION:

Have students study the contents of their desks.

PROCEDURE:

1. After each student has studied the contents of his desk, he must write a story about the contents.
2. Stress originality, use of humor, and imagination in creating an interesting story.
3. Read story aloud in class.

EVALUATION:

The student should complete story with 80% accuracy in spelling and sentence structure. Have the student edit his story and copy over.

ACTIVITY #6 - "Athletic Ability"

PERFORMANCE OBJECTIVE:

Given a series of physical tasks to perform, the student will complete these tasks with 80% accuracy.

MATERIALS:

Basketball
Baseball
Football

PREPARATION:

Arrange a time to be outside for this activity. Set up throwing area 25' in length.

PROCEDURE:

Perform the following physical tasks:

dribble a basketball for the length of the court
throw a football 25'
throw a baseball to a catcher 25' away
perform 15 correct sit-ups
perform 25 jumping jacks

EVALUATION:

Count 20 points for each correct performance. If student cannot perform the task, have student try again until 80% of the total 100 points are achieved.

ACTIVITY #7 - "Mathematical Ability"

PERFORMANCE OBJECTIVE:

Given a set of mathematical problems, the student will solve these with 80% accuracy.

MATERIALS:

*A copy of the Math Sheet for each student
*Math Sheet Key
Pencil and scratch paper

PREPARATION:

Duplicate copies of Math Sheet so that each student has a copy.

PROCEDURE:

1. Hand out Math Sheet.
2. Instruct students to solve as many problems as they can in 20 minutes time.
3. Collect papers after 20 minutes and score 5 points for each correct answer.

EVALUATION:

The student should complete the Math Sheet with 80% accuracy. If this is not achieved, test student again.

MATH SHEET

I. Find the solution.

1. $$\begin{array}{r} 69 \\ 42 \\ 58 \\ 15 \\ \underline{45} \end{array}$$

2. $$\begin{array}{r} 4,293 \\ +\ 6,428 \\ \underline{7,421} \end{array}$$

3. $$\begin{array}{r} 1,000,000 \\ +\ 492,501 \\ \underline{322,209} \end{array}$$

4. $$\begin{array}{r} 67 \\ \underline{-28} \end{array}$$

5. $$\begin{array}{r} 491 \\ \underline{-255} \end{array}$$

6. $$\begin{array}{r} 9,782 \\ \underline{-6,228} \end{array}$$

7. $$\begin{array}{r} 41 \\ \underline{x3} \end{array}$$

8. $$\begin{array}{r} 561 \\ \underline{x11} \end{array}$$

9. $$\begin{array}{r} 8,139 \\ \underline{x19} \end{array}$$

10. $21\overline{)\ 420}$

11. $4\overline{)\ 648}$

12. $22\overline{)\ 1,482}$

13. $$\begin{array}{r} 1/4 \\ \underline{+3/4} \end{array}$$

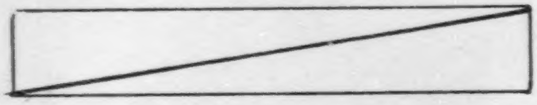
14. $$\begin{array}{r} 1/2 \\ \underline{-2/8} \end{array}$$

15. If Tom has $4.92 to spend on his trip, how much will he have left if he buys two pocket knives at $2.36 each?

16. Fourteen students in Bill's class have brown hair, three have red hair, four have blonde hair, and five have black hair. How many students are in Bill's class?

17. If Mary wants to make a frame for her picture which is 10" wide and 14" long, how many inches of framing board must she buy?

18. Measure the sides of the figure below, how many inches does the figure measure?



19. In the set A = (counting numbers less than 20), what is the solution set?

20. Study the sets: A = (2, 4, 6, 8, 10)
Answer one:
B = (1, 3, 4)

What is A U B? ______________________________

What is A ∩ B? ______________________________

MATH SHEET KEY

1. 229
2. 18,142
3. 1,814,710
4. 39
5. 236
6. 3,554
7. 123
8. 6,171
9. 154,641
10. 20
11. 162
12. 67 R.8
13. 4/4 or 1
14. 1/4 or 2/8
15. $.20
16. 26 students
17. 48" or 4 feet
18. 7"
19. (1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19)
20. $A \cup B = (1,2,3,4,6,8,10)$

    $A \cap B = (4)$

ACTIVITY #8 - "Working With Others"

PERFORMANCE OBJECTIVE:

Given the opportunity to work with a group of students in deciding playground rules, the students within each group will prepare cooperatively, a list of 5 rules within an allotted time of 25 minutes.

MATERIALS:

Paper and pencil for each group

PREPARATION:

Divide students into groups.

PROCEDURE:

1. Each group will discuss and vote on five rules for the playground.
2. Stress the writing of rules that would apply to all age levels, and time of day (noon recess, physical education class, afternoon recess).
3. Students must agree on five rules within a 25 minute discussion period.
4. Read each group's rules aloud and discuss.

EVALUATION:

Each group will propose 5 rules within the time limit. Count each rule as 20% of the total response.

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COMPARISON SHEET

1. After you have completed the eight activities involving the different abilities and skills below, check two at which you feel you were the most capable.

   1. _______working with your hands (3-D pictures)
   2. _______reasoning skill (test of reasoning skill)
   3. _______working with tools (bookcase construction)
   4. _______preparing or processing food (sandwiches)
   5. _______creative writing (story of desk contents)
   6. _______athletic ability (ball throw, sit-ups, etc.)
   7. _______mathematical ability (math sheet)
   8. _______getting along with others (playground rules)

2. Study the list of careers below. Put a check by those which apply to the two abilities you checked for yourself.

paper boy
teacher aid
stock clerk
court recorder
carpenter
brick layer
bank teller
aircraft mechanic
librarian
short order cook
surveyor
purchasing agent
newspaper reporter
tool and dye maker

dietician
waitress
cabinet maker
lab technician
social worker
accountant
auto mechanic
interior decorator
file clerk
park ranger
lifeguard
city planner
practical nurse
truck driver

pharmacist
counselor
journalist
reporter
chemist
bacteriologist
nurse's aid
secretary
homemaker
typist
novelist
lathe operator
artist
psychologist

Career Education Curriculum Consortium
July 1974

GENERALIZATIONS AND OBJECTIVES	CONCEPTS
1. People work for various rewards and satisfactions A The student will identify a variety of reasons why people work B The student will compare reasons why people work in different situations C The student will analyze the behaviors of workers and infer why they are working D The student will evaluate his/her own reasons for working in given settings	respect pride money social (family, peer, community) pressure security grades/points recognition prestige enjoyment
2. Education and training are required for most work A The student will identify the formal and informal educational requirements for specific occupations and identify the educational resources available to help him/her prepare for work B The student will compare and contrast the educational requirements for different occupations as well as the educational resources available for preparing for certain occupations C The student will analyze opportunities afforded by each of the educational resources in relation to specific occupations D The student will evaluate the educational options available in relation to his/her personal objectives and needs	formal education informal education skills apprenticeships internships community resources accreditation/ credentials continuous learning
3. Specialization results in interactions and interdependencies among workers A The student will identify different work roles and their interrelatedness in given specialized work situations B The student will compare and contrast the types of interdependencies in given specialized work situations	specialization interdependence roles technology productivity division of labor synergism

GENERALIZATIONS AND OBJECTIVES	CONCEPTS
C The student will analyze the interdependent roles and interrelationships in given specialized work settings	
D The student will evaluate the degree of specialization best suited to himself/herself and or a specific work setting	
D The student will evaluate the effects of specialized roles on a whole product, process, or interaction	
4. Different occupations require different abilities, skills, and interests	basic job acquisition skills (job finding, application, interviewing, etc.) abilities interests skills
A The student will identify some universal abilities, skills, and interests required for engaging in successful work activities	
A The student will identify specific abilities, skills, and interests required for specific occupations	
B The student will compare the abilities, skills, and interests required for the different occupations	
C The student will analyze the work of different occupations and infer the different abilities, skills, and interests required for successful performance in those occupations	
D The student will evaluate his/her own abilities, skills, and interests in relation to different occupational opportunities	
5. Career development is a life-long process	family peers community personal evolution job changes exploration avocations luck / chance adaptation vocations interests sex education values abilities
A The student will identify the determinants of career development	
B The student will compare and contrast determinants as they affect individuals in their career development	
C The student will analyze a career path in relation to its determinants	
D The student will evaluate and select the determinants that will positively affect his/her own career path	

GENERALIZATIONS AND OBJECTIVES	CONCEPTS
6. Each person is valuable and can be a worthwhile worker	self worth dignity individual contributio individual potential
A The student will identify the positive contributions made by himself/herself and/or others in a given work setting	
B The student will compare and contrast the different contributions made by different individuals in a given work setting	
C The student will analyze, in a given work setting, the variety of contributions made by all individuals involved	
D The student will evaluate the effect that one person (self or other) has on a given groups interaction or task	
7. Every occupation contributes to society	goods services public welfare interdependence dignity of all workers planning public sector of econom private sector of economy
A The student will identify the contributions of different occupations to society	
B The student will compare and contrast the contributions made by different occupations to society	
C The student will analyze the contributions made to our society by specializations within the economy.	
D The student will evaluate which occupations would be needed to achieve certain objectives	
8. A percon may be suited for several different occupations, and different levels of performance in that occupational area	skills abilities interests adaptability competence responsibility potential personal goals
A The student will identify a cluster of occupations that require similar skills	
A The student will identify the range of performance, competence, and responsibility in different occupational areas	
B The student will compare and contrast the range of performance and responsibility in given occupations	
D The student will evaluate his/her opportunities in relation to potential and capacities	

GENERALIZATIONS AND OBJECTIVES	CONCEPTS
9. Choice of career usually involves an optimization of greater and lesser needs A The student will identify the components (positive and negative aspects) of a career-related decision B The student will compare and contrast the consequences of different career decisions C The student will analyze the components of a career-related decision in terms of projected consequences D The student will evaluate the alternatives in a career-related decision to produce an optimal decision in relation to his/her personal needs, values, and aspirations	self work leisure family/peers citizenship goal selections risk-taking decision-making relative values individual responsibil consequences career planning
10. Getting along with people is an important part of a successful career A The student will identify some human relations and communication skills that are important to a successful career B The student will compare and contrast the settings in which specific human relations and communication skills are most appropriate for productive results C The student will analyze a situation and determine the human relations and communication skills most appropriate for achieving positive results D The student will evaluate his/her own competencies in human relations and communications skills in a variety of settings	human relations skills communication skills respect empathy
11. Different job functions require different clothing, equipment, instruments, and/or tools A The student will identify the clothing, equipment, instruments, and/or tools related to different occupations B The student will compare and contrast the different functions of different clothing, tools, equipment, and instruments in a variety of occupations	specialization clothing tools equipment technology

GENERALIZATIONS AND OBJECTIVES	CONCEPTS
C The student will analyze an occupational task and determine the clothing, tools, equipment, and/or instruments necessary for those tasks	
D The student will evaluate the efficiency and effectiveness of different clothing, tools, equipment, and/or instruments for different occupational tasks	
12. Geography and environment influence the world of work	economic resources natural resources culture/hsitory technology
A The student will identify the geographic and environmental factors that are in operation in a given setting	
B The student will compare different sets of geographic and environmental factors in relation to the kinds of occupational opportunities found	
C The student will analyze geographic and environmental factors and infer the kinds of work available or desirable there	
D The student will evaluate the potential of a geographic and environmental setting as it relates to personal occupational aspirations and potential	
13. Changing social and technological conditions affect careers and career opportunities	social change technological change civil rights laws/enforcement mobility "progress" history cultural mores supply and demand
A The student will identify how career patterns change and the social and technological factors inherent in those changes	
B The student will compare and contrast the effects of different technological and social factors on careers	
C The student will analyze the effects of specific technological and social changes on a particular settings and its occupants	
D The student will evaluate the worth and merit of particular technological and social changes as they relate to his/her own career and to the total community	

GENERALIZATIONS AND OBJECTIVES	CONCEPTS
14. Different occupations are related in many ways	career clusters career functions interdependence
A The student will identify the different occupational clusters, and the jobs withing those clusters	
B The student will compare and contrast the essential characteristics of the different occupational clusters	
C The student will analyze the relationships between the various occupational clusters and/or jobs within clusters	
D The student will evaluate his/her own abilities, interests, and skills in relation to the occupational clusters	

ACKNOWLEDGMENTS

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PROBLEM
MAY WE HELP

THE FEEDBACK SYSTEM

As with any new curriculum we anticipate some problems. In order for the CEAK program to be successful in the future we must have a means for revising the materials after the field test--hence, this feedback system.

You are the key to the system. As the person utilizing the kit you are the only one who can assess the kit's value for your students. Without your feedback, upgrading the materials will be impossible.

The check list on the following page is designed to gather pertinent information in the least amount of time. We estimate a maximum of 5 minutes per check list. Please complete one check list for each coded activity.

After completing the check list, insert it in the miscellaneous section of your handbook. Periodically during the field test, the check lists will be gathered and tabulated. At the end of the field test we will use your suggestions to revise the CEAK program for district wide dissemination.

If problems occur that require immediate attention, we want to help. When you need help call:

Ken Best
Coordinator, Career Education
268-7845 office
684-5931 home

CEAK Feedback System

Teacher Check List

Teacher______________________________School______________

Activity Code______________________________Grade______________

Directions: Place a check mark where appropriate. When specific information is requested please be as concise as possible.

1. How much time was required to prepare for the activity?

____ no advance preparation
____ 15 to 30 minutes
____ 45 to 60 minutes
____ up to 15 minutes
____ 30 to 45 minutes
____ more than 60 minutes

2. Can you suggest ways to shorten the preparation time?____________________

____

____

3. How much time was required to teach this activity?

____ up to 15 minutes
____ 15 to 30 minutes
____ 30 to 45 minutes
____ 45 to 60 minutes
____ more than 60 minutes

4. Please circle the number below that best indicates the students' response.

Inattentive Bored-Dull		About Average		Attentive and Enthusiastic
1	2	3	4	5

5. Please identify why the children did or did not enjoy the activity.__________

____

____

6. Was the vocabulary in the activity:

Too Difficult		At the Student's Level		Too Easy
1	2	3	4	5

7. Please identify vocabulary that was:

Too Difficult	Too Simple
____________________	____________________
____________________	____________________
____________________	____________________

8. Were the materials provided for the activity:

Poor		Fair		Excellent
1	2	3	4	5

9. Can you identify reasons why the materials were particularly effective or ineffective?

____

____

____

10. Were the directions for this activity:

unclear/confusing		OK		very clear and direct
1	2	3	4	5

11. If unclear please identify.

____

____

____

12. Please include any other information you think will be helpful.

____

____

____